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INSIDE
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ISSUE:

ONTARIO

1996

Ontario's
Guide to
Career
Planning

PROSPECTS

GOVT

It's Your Move -

The Future is Wide Open

- Did you know that these are thousands of career opportunities.
- Inside this issue you'll find hundreds of careers.

You're In Charge:

- life is a matter of making choices
- you have more choices than you may realize

It's never too late to learn and change:

- learning is your most awesome resource

It's never been more important than now:

- There is incredible change everywhere—in society, work, the economy.

You're not alone:

- Change touches everyone
- Don't give up

You're got what it takes:

- Spirit
- Energy
- Power
- They all begin with you

Prospects is your first move to help you:

- Learn more about yourself
- Discover what's out there
- Determine what your needs are
- Identify sources
- Develop strategies for career opportunities
- Explore next steps

The Keys To Your Future

What's ahead for Ontarians in the workplace? More change as technology continues to evolve. More demand for knowledgeable, multi-skilled workers. More pressures in our global community for Ontario companies to be as competitive as possible.

How can you adjust to these changes? What plans can you make when the future is so uncertain?

The keys to your future are in your hands. **Keep informed** about changes so you can spot trends. Maintain a **network** of friends and acquaintances. And make **lifelong learning** part of your lifestyle. Upgrade your skills and learn new ones. Your knowledge and know-how will give you the flexibility and adaptability to handle change.

No person is defined just by their work skills. All of us have **many dimensions**. We have natural talents, learned abilities and a wide range of experiences at work, at home and in our communities.

Use your many dimensions to expand your career opportunities. There may be positions in your workplace you would find more challenging. And, if you're on a work search, add all your skills, talents and abilities to your résumé and look for a wider variety of career possibilities.

But, most of all, learn to be **self-reliant**. Your own unique abilities and talents are your most important resource. Learn to count on yourself and take charge of your future. That's the best way to find opportunities and make the right choices.



The Self-Managed Career

BY JANIS FOORD KIRK

So, you're keen, hardworking and raring to go. Your future stretches ahead like an unexplored frontier. To launch your career, you've just landed a well paying, full-time job...

**What's wrong with this picture?
The full-time job!**



The fact is, jobs today aren't always packaged in neat-and-tidy, five-day-a-week bundles like they used to be.

The challenge of the 90s is figuring out how to self-manage your career to turn all that promise into a successful working life.

Work that needs doing

We need a "fresh perspective," says William Bridges. Full-time, traditional jobs are no longer the best way to divide up productive activity, believes the author of *Job Shifts, How to Prosper in a Workplace Without Jobs*. Success today means knowing how to "look for the work that needs doing."

This describes how Gwen McIvor-Knox got her career going again. A teacher, turned advertising salesperson, turned stay-at-home mom, Gwen, 41, now works at two part-time jobs. One day, she's at a local high school co-ordinating an entrepreneurial program for students. For the remaining four days, she's a program facilitator for a community college.

She likes the freedom and the variety, although neither job is stable. "I'm a little anxious about going from point A to point B and then to point C and not necessarily knowing where that leads," Gwen admits. "But if you're looking for secure employment today, I wish you luck. It doesn't exist."

A variety of jobs

Jefferson Darrell is reluctantly coming to the same conclusion. Jefferson, 25, works hard at a variety of jobs, but he won't feel he's on his way until he lands one of those solid jobs that Bridges says are "going the way of the dodo bird."

"I'm like a blank piece of paper waiting for the great Canadian novel to be written down on it," Jefferson says. "I just need someone to recognize that."

Jefferson had no idea it would be so tough to launch his career. "I thought I'd finish university [with an engineering degree] and one of the recruiters there would say, 'I'll take you.'"

Though disappointed when this didn't happen, Jefferson was also relieved. "I'd known since my second year that engineering wasn't for me."

"It's great asking people how they started out and hearing their stories. Quite often you think: Wow, they started out the way I did.

It makes you feel better."

Jefferson Darrell

What was for him? "I took some aptitude tests at the career centre," he says. "There was a definite trend. Marketing, public relations, advertising—these were things I did for fun on campus."

Jefferson headed back to school to take a one-year public relations course at a community college. Finishing near the top of his class, he anticipated anew that doors would swing open to him.

They have but, again, not in the way he expected. Over the last year and a half, Jefferson has held contract, volunteer and part-time jobs.

Occasionally he works part-time for a public relations and research firm. Another part-time sales job at a clothing store keeps steady money coming in. "The company is growing," he says. "Maybe one day I can be their communications person."

And the volunteer work he has done to introduce himself to leaders in the PR field has paid off. This year, Jefferson has a contract job in PR at the Toronto Film Festival.

Although he feels stymied by his lack of full-time work, Jefferson is slowly forging the experience and contacts he needs to establish himself in a competitive urban job market.



Lots of opportunities

Gwen, too, used volunteer work to pry open the doors to the modern workplace. It's a low-risk way to get back to work and it gives you the chance to look for "the work that needs doing."

"Try it. What's the worst thing that can happen? So you fail. So what? Everyone fails at times. There's nothing wrong with failing.

But there's something wrong with not getting up and trying again."

Gwen McIvor-Knox



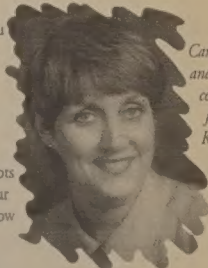
"There are lots of opportunities to solve other people's problems," Gwen explains. "If you come up with a solution, people are more than happy to let you try."

Seldom, though, will they create a full-time job. Employers say they can't afford such jobs in unpredictable times. They can't even begin to assess their long-term staffing needs so how can they give anyone else a long-term commitment?

Nonetheless, in workplaces and communities across the country right now, there's lots of work that needs doing. Ultimately, this means more work for people like Gwen who are, as Bridges recommends, "independent-minded." And, for resourceful people like Jefferson who are learning to be.

Tips for a self-managed career

- **Be self-reliant.** Throughout your career, in every work situation, think of yourself as an independent contractor.
- **Be versatile.** Prepare to wear many different hats. Don't get hung up on titles or job descriptions.
- **Be creative.** Look for problems you can solve. These are your career opportunities.
- **Volunteer.** It can build contacts and improve your self-esteem.
- **Be curious.** Don't be afraid to admit that you don't know something.
- **Be resourceful.** You don't need to know everything, but you do need to know how to find out.
- **Network.** Talk to lots of people about your plans. Let them know what you can do.



Career counsellor and newspaper columnist Janis Foord Kirk has written extensively about the changing workplace.

ONTARIO PROSPECTS

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A few questions to get you started

Who Am I?

What are my interests and what is important to me?

What are my strengths?

What do I enjoy doing?

What do other people say I am good at?

What education do I have?

What kinds of things do I want to accomplish?

What kind of person do I want to become?

- ☐ organized
- ☐ manage time well
- ☐ committed
- ☐ dedicated
- ☐ motivated
- ☐ adaptable
- ☐ honest
- ☐ creative
- ☐ spontaneous
- ☐ realistic

Have you thought about...

- what subject areas interest you?
- what subjects you are good at and feel you could successfully pursue?
- Courses (ie. prerequisites) necessary for entry to post-secondary courses/ programs?

What do I like to do on my own time?

- clubs
- sports
- leisure activities
- school activities
- part time jobs
- volunteer work
- community groups
- organizing events

Consider the many and varied activities and experiences you have been involved in, contributed to, and enjoyed – all of them are part of your education and your interests. Some of these could include:

- computer skills/technical knowledge
- heritage/international languages
- modern languages and french programs
- cultural affiliations
- travel experiences
- other special interest courses, or training or experience (scuba diving, first aid, drama, rock group, and so on).

How would my friends, relatives, teachers, parents, and employers answer these questions about me?

What have I learned about myself from my leisure time activities?

What do I want to be recognized for?

What's out there?

What are my choices?

What are the requirements for these options?

What are the costs associated with each of these options?

Why have I explored some options and not others?

Who should I talk to?

Do I know what choices exist after these options?

What do I know about future trends and employment opportunities?

What do I know about volunteer and community service opportunities?

What do I know about opportunities in other provinces and countries?

Here are some of the choices you have:

- Apprenticeships
- Colleges of Applied Arts and Technology
- Private Vocational Schools
- Hospital Based Programs (Technicians, etc)
- Universities
- Agricultural Colleges
- The Armed Services
- Ontario College of Art
- Employment
- Employment/ other job training and experience
- Starting your own business/ self employment

"Networking" is a method of helping you make career and educational plans through the people you know. Which of these people could you contact for educational assistance?

- ☐ a friend
- ☐ your parents
- ☐ a relative
- ☐ career counsellor
- ☐ a neighbour
- ☐ teachers and mentors
- ☐ an acquaintance

Answer: Each of these choices is correct. Networking for career and educational planning involves talking to many different people about your future.

What do I need?

Do I have the required education or training for the options I am considering?

What additional skills and experiences could increase my chances for success?

How does what I know about myself connect with the options I am considering?

How do the options I am considering lead to occupations that I would find satisfying?

Have you thought about...

- ☐ creating a portfolio
- ☐ getting involved in community activities
- ☐ volunteering to get work experience in an area of personal interest

Ten Things to Consider When Planning Your Future

1. Education – how much time do you want to spend in school?
2. Work environment – do you want to work inside or outside, in the city or in a rural environment?
3. Physical demands – do your future plans involve physical activities, and if so, can you do them?
4. Temperament – does the career you are thinking about match your personal qualities (for example, working alone or working with others)?
5. Aptitudes – do your abilities and strengths match those needed for the future you are thinking about?
6. Earnings – how much money will you likely earn in the future you are planning?
7. Interests – does the future you are planning reflect your interests?
8. Future outlook – will there be a demand over the next few years for workers in the field you are thinking about?
9. Type of work – what is the kind of work you would like to do?
10. Working hours and travel – will lots of overtime and frequent business trips affect your lifestyle?

Adapted from: Saskatchewan Prospects, 1992

What do I need?

What are the work habits, attitudes and learning skills needed for success?

Employability Skills

Key Area	Valued Workers
Personal Values	<ul style="list-style-type: none"> are honest are motivated have personal and career goals exhibit a good attitude
Problem-solving and Decision-making skills	<ul style="list-style-type: none"> are flexible are creative and innovative adapt to change plan and organize work
Relations with other people	<ul style="list-style-type: none"> are team members are friendly are cooperative have leadership qualities accept authority respect diversity
Communication skills	<ul style="list-style-type: none"> ask questions and listen well express themselves clearly seek help when needed
Task-related skills	<ul style="list-style-type: none"> complete work on time work neatly and accurately stick with a task follow directions
Maturity	<ul style="list-style-type: none"> are reliable and dependable accept responsibility show initiative show pride in their work have confidence in themselves
Commitment to a job	<ul style="list-style-type: none"> are punctual want to learn more are enthusiastic give their best efforts show concern for their future

What Are My Next Steps?

Actions that will help me make the best decisions.

Network with as many people as possible. Ask family, friends, teachers, business contacts, neighbours, etc. about career opportunities and choices.

Interview someone who has recently completed some of the options you are considering. Talk to him/her about the experience and their future plans.

Job shadow or visit someone who is working as an apprentice.

Visit a community college, university, and/or private vocational school and find out about the variety of courses available. While there, interview students about their experience.

Talk to someone who has recently started his or her own business. Ask about the training and skills required for success.

Call or visit an employment agency and ask them about the trends they see and the types of occupations and related education/training needed.

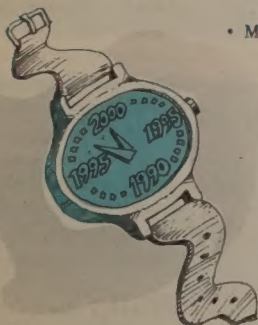
Remain positive. Making career and educational plans is important.

Remember...

- learning is ongoing
- change is constant
- focus on the journey
- access your allies
- follow your heart

What's your attitude?

Changing times mean big changes in the way we approach our work



The workplace is changing. Economic changes on a global scale have forced Canadian companies to trim their work forces, reduce their management staff and develop more efficient ways of manufacturing goods and providing services.

Also, new technologies have affected every workplace as computers and robots take over more and more of the dirty, tedious and repetitious work that human employees used to do.

What does that mean for today's workers? More interesting work for everyone, but also new challenges in the workplace that require new skills and a different attitude toward work. For example:

- More technology in the workplace means workers need to have the technical ability to install, operate, repair and maintain computers and robotic equipment.
- More team-oriented projects mean workers need to develop teamwork and interpersonal skills.
- More personal responsibility in the workplace means workers have to learn to be their own managers. They have to set goals and priorities, plan and manage time and resources, and learn to be accountable.
- Constant advances in technology and an explosion of information mean that workers must constantly update their skills and their knowledge.
- Less job security and more part-time, temporary and contract work mean that workers have to be entrepreneurial whether they have a full-time job or not. Being entrepreneurial means taking more responsibility, showing initiative and becoming more self-reliant.

Re-thinking the workplace

These changes also mean that we should re-examine the way we think about work, workers and the workplace. One of the first places to start is with the words and terms we use to describe what people do and how they do it. Why? Two reasons. First, the language we use to describe people affects our attitudes toward them.

Second, many of these words and terms are out of date and don't apply to the reality of the workplace—what workers do, and the education and training they need to do their jobs. It's time we replaced this outdated language with something more relevant.

SUCCEEDING IN THE WORKPLACE

Working successfully with other people means having good interpersonal skills, but what are they exactly and how do we get them?

"Few people are ever trained to develop interpersonal skills," says Edward Garside, a Montreal-based human resources counsellor, "but they can be developed on the job." Garside lists 11 important interpersonal skills:

- Listening with empathy;
- Understanding others better;
- Respecting others;
- Increasing our patience level;
- Developing humility and learning to accept criticism;
- Understanding the impact of body language;
- Communicating better with our eyes;
- Moderating our style to soften the hard edges;
- Giving others psychological "space" to do their thing;
- Forgiving the mistakes of others; and
- Caring about others.

"If someone does or says something wrong, don't criticize," Garside suggests. "Point out the mistake and then ask what that person meant to do or what they're trying to say. It's important to try to understand others."

If you're having conflicts at work, take time to examine them. What caused them? How did you handle problems that arose? What would have happened if you had taken a more understanding approach? Do you see a way out of conflicts that you didn't before? Can there be a win-win situation?

"There's no doubt that people jar each other," Garside says. "We don't have to agree, but we can work at understanding one another. That's the way to create an atmosphere that encourages honesty, trust and open dialogue."

Human resources counsellor Edward Garside believes that everyone in the workplace should develop good interpersonal skills.



Want Adventure? Think International Jobs!



Barry Yeates,
President of Foreign Service Counselling, Inc.: "You can't wait. You have to do something today to prepare for an international career."

As our world shrinks into a global community, more and more Canadians—of all ages—are thinking about international careers.

"If you're looking for an international job, you have to stand out from the crowd," Yeates adds. "Education isn't enough to get you there. You have to prove that you're interested and you've got initiative."

Have you got what it takes?

Here are the qualities that employers are looking for in applicants for international jobs:

- Good judgment*
- Adaptability and flexibility*
- Dependability and creativity*
- Patience and persistence*
- Tact and sensitivity*
- Adventurous attitude*
- Independence*
- Good interpersonal skills*

Research: The key to finding international work

If you're looking for an international job, you'll be heading off the beaten track. Traditional work search tools, such as building a network through friends and family and searching newspaper classified ads, may not work.

The key is research—lots of it. Check out the statements in the next column to see how much research you need to do.

YES NO

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | I read about international developments and am knowledgeable about international issues. |
| <input type="checkbox"/> | <input type="checkbox"/> | I know about the political, social and economic issues in the country or region where I would like to work. |
| <input type="checkbox"/> | <input type="checkbox"/> | I study the Canadian economy and how, and which, Canadian companies are expanding internationally. |
| <input type="checkbox"/> | <input type="checkbox"/> | I know the Canadian companies and organizations that have field offices abroad. |
| <input type="checkbox"/> | <input type="checkbox"/> | I've taken courses in international politics, business, finance and economics. |
| <input type="checkbox"/> | <input type="checkbox"/> | I know the best educational background for an international job. |
| <input type="checkbox"/> | <input type="checkbox"/> | I know what international skills employers are looking for. |
| <input type="checkbox"/> | <input type="checkbox"/> | I know the hiring process for international jobs in government and non-governmental agencies. |
| <input type="checkbox"/> | <input type="checkbox"/> | I know how to search for work in other countries. |
| <input type="checkbox"/> | <input type="checkbox"/> | I know how to write a résumé for an international work search. |
| <input type="checkbox"/> | <input type="checkbox"/> | I have a good idea of the pay and benefits of international jobs. |

If you answered "No" to most of these statements, you've got some work ahead of you. Here are places to start: your library, federal departments and agencies such as Foreign Affairs and International Trade Canada that provide information on international trade and business, and such organizations as CUSO and the World University Service of Canada.

Opportunities in the international job market

Canadian business:

Companies moving into exports or setting up a factory in another country may be looking for Canadians to work abroad.

Environmental industries:

As environmental concerns grow, other countries will need people with scientific and technical backgrounds to run reforestation, recycling and other "green" projects.

Education and training:

There are many opportunities to teach English as a second language, particularly in Asia and eastern Europe.

Health services:

Human service organizations are looking for people with medical training and health educators to help improve nutrition and quality of life in other countries.

Third World projects:

Many non-governmental organizations need people from different occupational areas to train foreign nationals in their fields of expertise.



Success Stories

from the files of Foreign Service Counselling, Inc.

Maryanne B. studied Russian and French at McGill University and went to Moscow on a student exchange program. She also spent one summer on a Canada World Youth exchange in Indonesia helping build a community health care centre. As a result of her international experience and language training, she got a job with the UN Association in Canada, organizing a model UN for students. She then wrote the foreign service exam and joined the Department of Foreign Affairs. She is now in Beijing, China, working for the Canadian International Development Agency.

Philip S. was a business student at Dalhousie University and president of his university's branch of IASEC, the International Association of Students of Economics and Commerce. He also served on IASEC's Canadian executive board. Through this organization, he got a traineeship in Zimbabwe with a farming company. Today, he works in Dublin for an Irish company doing international marketing and sales.

Speak in tongues

As business goes global, employers need people who can speak different languages. Knowing two or more languages can be a key factor in getting a job in Canada or overseas. Your foreign language skills could be an advantage in advertising and sales; library and information sciences; medical and technical sales and services; news gathering; social services; public relations and promotion; teaching; and travel and tourism.

THE INFORMATION HIGHWAY

Today work searchers have a new resource—the information highway. Think of it as a library that's so new it doesn't have any shelves yet or a card catalogue to find what you need.

The information highway is exactly what its name says—a road you can take filled with information on all kinds of subjects. It includes community networks, thousands of interest groups, databases and on-line news services.

This highway is growing so fast that even experts are having a hard time keeping up. Users are coming on-line by the millions worldwide, and the information available is expanding at an incredibly rapid rate.

How can you use this uncharted highway to search for work opportunities? You'll need access to a computer with a modem and communications software package. This could be your own equipment or one at a school, library or career centre.

THE INFORMATION HIGHWAY IS LIKE A LIBRARY THAT'S SO NEW IT DOESN'T HAVE SHELVES OR A CARD CATALOGUE

The computer must be hooked to a telephone line and a service that provides access to the information highway. This connection could be through your Schoolnet, your local community network, a commercial on-line service or a commercial Internet service provider.

From this point, where you head on the information highway is up to you. There are many different directions you can go on a work search:

- Search on your local community network for job bulletin boards.

- Look for on-line newspapers that carry classified ads.
- Read news services and databases that provide information about industries and the labour market.
- Join interest groups devoted to work opportunities, entrepreneurship and home-based businesses.

Remember, when you are cruising the information highway, it's up to you to find out what's on it and what's useful. There are no road guides or maps for users, just your own curiosity and ingenuity.

The information highway = all the changes in computing, new information technologies and systems, and related products and processes affecting our society and economy. The result is that all Canadians will have greater access to databases, information and expertise.

The Internet = a global network of computers. Individuals can join their own local networks which then connect, one to the other, to form a larger web. Information on the Internet can travel around the world in seconds.

Cyberspace = an imaginary place through which all the electronic messages and pictures pass as they move from computer to computer.

Confused by computer jargon? This glossary will help.

BBS: a "bulletin board system" where people post messages on various subjects.

Downloading/Uploading: transferring information from one computer to another.

FAQ: a "frequently asked question" with an answer to help users with different services.

Gopher: a way to access databases often found through government and universities. There are several thousand Gopher databases around the world.

LISTSERV: a subscriber list on a specific topic of interest. Subscribers receive all messages posted to the list through their e-mail. When a subscriber posts a message, all other list subscribers will receive it.

Login: the act of entering your user ID and password to get into a computer network.

Protocol: the format and procedures your computer uses to exchange information with another computer.

USENET: thousands of interest groups in the form of BBSs where people can post information and messages. A group cannot be included unless it is considered to be of global interest by the people who maintain the USENET system.

WWW: "World Wide Web"—an information system where users can create, edit or browse through documents. The WWW can handle graphics and sound as well as text.

A Guide to E-Mail: and it's fun, too!

WHAT IS E-MAIL?

Letters that are sent electronically from one computer user to another. The Internet is a global post office. When you post a letter from your network, it is sent via other networks to its destination. The best part of e-mail is that the transfer happens in seconds no matter how far away your correspondent may be.

WHAT DO PEOPLE USE E-MAIL FOR?

People use e-mail to write to other individuals or to post messages to **LISTSERVs** and **USENET** groups.

HOW MUCH DOES IT COST TO POST A MESSAGE BY E-MAIL?

Nothing. There's no postage on the Internet no matter how far a message has to go.

HOW DO YOU READ AN E-MAIL ADDRESS?

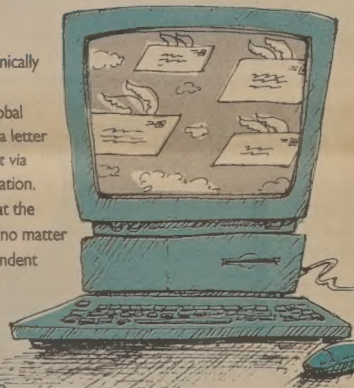
An e-mail address looks like this: phomas@freenet.calgary.ca. The address has three parts: one part before the @, the @ and the part after.

1. The first part is the user's ID. It can be a name, part of a name, initials or just a number which is known as a "userid."
2. The @ means "at" and refers to the location that follows.
3. The last part identifies the network the user is coming from. In this case the user's e-mailbox is the Calgary Free-net. The **ca** stands for Canada.

The end of an e-mail address varies widely. Sometimes it may be the country ID. Sometimes it may be other identifying letters such as **edu** for educational institution, **gov** for government, **mil** for the military and **com** for commercial organizations.

WHAT IS INTERNETIQUETTE?

It is the standard of proper behaviour on the Internet, particularly when posting messages to interest groups where they will be read by many people. Be polite and discreet. E-mail users express emotions in their messages in many ways. One common way is to "emphasize" a word by putting a star before and after it. Another is to insert a symbol known as a "smiley" such as :-) which is a happy face sideways.



Ready To



On The Information Highway?

Many Ontarians start their journeys on the information highway by joining **Community** electronic networks. Some Community Nets charge a small monthly fee. Others, called **Freenets**, are free to users. These electronic networks may provide local information, a place for interest groups to hold discussions, e-mail service for individuals and limited access to the wider internet.*

The chart lists some of the Freenets and Community Nets are on-line across Ontario. You can access them by calling their offices or going on-line through your modem.

If your city or community isn't listed below, you can call your city hall or library to find out if there is a local organizing committee working to create an electronic network for your area.

CITY OR AREA	NAME OF SERVICE	OFFICE NUMBER	MODEM NUMBER
Durham region	Durham Free-Net	Ajax: (905) 619-2007 Oshawa: (905) 725-9525 Port Perry: (905) 985-9915	Ajax: (905) 619-1666 Oshawa: (905) 725-0544 Port Perry: (905) 985-9536
Elliot Lake, Blind River and Algoma Mills	North Shore Community Net	(705) 849-2213	(705) 849-0137
Hamilton	Hamilton-Wentworth FreeNet	(905) 528-4936	(905) 540-5000
Lanark County	Lanark County Community Information Network—Umbrella Bulletin Board System	(613) 257-7121—G. Lloyd, L. Johnson	Almonte and Pakenham: (613) 256-3074 Carleton Place: (613) 257-1380 Perth: (613) 283-4293 Smith Falls: (613) 283-4293
Oakville	Halton Community Network	(905) 815-4010	(905) 845-0057
Ottawa	National Capital Freenet	(613) 788-3947	(613) 564-3600 (613) 564-0808 (613) 564-0670
St. Catharines	Niagara Peninsula Free-Net	(905) 684-7200	(905) 684-6736 (905) 688-8226
Thunder Bay	807-CITY	(807) 343-8103	(807) 346-7870
Toronto	Toronto Free-Net	(416) 979-9242	(416) 780-2010

* If you want to have access to the complete Internet, you may have to subscribe to a commercial on-line service or Internet service provider.

Where can I find ...

People ask on a regular basis where to find things on the Web. Often, what they are looking for could be easily found with a quick search using an Internet search engine. Here's what you should do before sending out a request.

Point your browser to a search engine. Some of the better ones are located at:

- <http://www.altavista.digital.com/>
- <http://www.webcrawler.com/>
- <http://www.yahoo.com/>

Once you reach any of these locations you are invited to enter your search term. Type the name or description of what you are looking for in the box and press enter (or click on the "submit" button).

Try to be precise. Otherwise you will get thousands of (mostly useless) results. The search engines will general a list of web sites. Altavista and Webcrawlers sort the list so the listings at the top are the most likely to be useful. You now need to explore this list. Click on items in the list which appear to be what you're looking for. If the item is not what you're looking for, use the "back" button to return to the list of Web sites.

Web sites and gopher addresses to get started ...



Government of Ontario <http://www.gov.on.ca>

Ministry of Education and Training Gopher gopher.edu.gov.on.ca

Canada's SchoolNet <http://schoolnet2.carleton.ca/>

CanWorkNet <http://canworknet.ingenia.com/canworknet>

Internet Community Resources <http://www.io.org/~madmagic/comm/io.comm.html>
at Internet: Online

Effective network tools at The Scout Toolkit <http://rs.internic.net/scout/toolkit>

Where to start

Businesses, government, labour and voluntary sector organizations provide skills-training opportunities all over Ontario. Consider the following places, but note that the availability of programs and services will change from one region to another.

Canada Employment Centres can provide information on jobs, labour market conditions or, if you're on unemployment insurance and/or social assistance, specialized counselling services. You can access computer-based job listings by phone through TELEmessage Employment and get information about thousands of jobs across Canada by using JobBank.

The **Canada-Ontario Business Service Centre**, (416) 954-4636, 1-800-567-2345, is a single telephone access point to information on federal and provincial government programs, services, and regulations. It is designed to improve access by providing clients with timely, accurate, and comprehensive business-related information.

Career and Counselling Centres may be located in your high school guidance office, college career counselling office, school board, Youth Employment Counselling Centres, Canada Employment Centre, Counselling Help Centre or other community centres.

Community Centre/Information Centres provide a range of information and services, depending on your community's needs.

Community Colleges/Universities offer a variety of learning opportunities, including regular programs, part time studies, evening courses and summer school. See the listing below.

Help Centres provide assessment and counselling individually or in a group if you're unsure of the type of work or training that's right for you. You must be at least 25 years of age and live in Ontario, be unemployed, underemployed, or at risk of losing your job.

Secondary Schools provide a range of basic skills training and academic upgrading. Contact your local school or the continuing education department at the school board (in your phone book under Board of Education).

The **Independent Learning Centre**, which has locations in Toronto and Sudbury is available to all, free, by correspondence. It offers programs for Ontario residents who want to earn high school diploma credits, upgrade basic skills or study for personal growth and development. For further information, contact:

20 Bay St., Suite 400
Toronto, Ontario M5J 2W1
English language phone: (416) 325-4388
French language phone: (416) 325-4360
Toll-free English: 1-800-387-5512
Toll-free French: 1-800-265-0454

or

2141 Lasalle Blvd.
Sudbury, Ontario P3A 2A3
Phone: (705) 688-3047
Toll-free (French): 1-800-461-6257
Toll-free (Admin.): 1-800-465-1531

Libraries can offer resources and programs.

The **Ontario Training and Adjustment Board (OTAB) Hotline**, 1-800-387-5656, is the central access point for information on all Ontario government training and employment initiatives including OTAB programs. Information counsellors assess needs and provide guidance, give detailed program information, and referral to related programs and services. Their resources also include information on employment and training programs offered by other levels of government, as well as community agencies.

Private Training Centres, such as academies, institutes, schools and correspondence programs, provide skills assessment, career advice and training. Check under "Schools" in your Yellow Pages.

Read-Write Centres, located in local libraries, schools, churches, community centres or on their own, could help you improve your ability with words and numbers. Look under "Learn" and "Literacy" in the Yellow Pages.

TV/Self-Study. You can upgrade skills on your own, at home, with the help of an educational station like TVO. Some courses offer accreditation, while others are informal.

Voluntary Sector Organizations may meet special needs, such as those of immigrants, women, Aboriginals, or people with disabilities. Community groups like the YMCA or YWCA can also help with life skills and skills training.

Workplaces. Your employer could offer training programs for staff.

Apprenticeship offices:

Below is a list of apprenticeship offices for Ontario

BARRIE REGIONAL OFFICE

Ontario Government Bldg.
114 Worsley Street
Barrie, Ontario
L4M 1M1
PHONE: (705) 737-1431
FAX: (705) 737-5684

BELLEVILLE

3rd Floor
1 Bridge St. East
Belleville, Ontario
K8N 5N9
PHONE: (613) 968-5558
FAX: (613) 968-2364

BRANTFORD

P.O. Box 24015
c/o King George Postal Outlet
14 Holiday Drive
Brantford, Ontario
N3R 7X3
PHONE: (519) 756-5197
FAX: (519) 756-0724

BROCKVILLE

Ontario Government Bldg.
P.O. Box 1511
Oxford Street
Brockville, Ontario
K6V 5Y6
PHONE: (613) 342-5481
FAX: (613) 342-9299

CHATHAM

158 Keil Drive South
Chatham, Ontario
N7M 6B7
PHONE: (519) 351-2859
FAX: (519) 354-9615

CORNWALL

2nd Floor
333 Pitt Street
Cornwall, Ontario
K6J 3R1
PHONE: (613) 938-9702
FAX: (613) 938-6627

HAMILTON DISTRICT OFFICE

Ontario Government Bldg.
P.O. Box 2112
7th Floor, 119 King Street West
Hamilton, Ontario
L8N 3Z9
PHONE: (416) 521-7764
FAX: (416) 521-7701

KENORA

3rd Floor
227 - 2nd Street South
Kenora, Ontario
P9N 1G1
PHONE: (807) 468-2879
FAX: (807) 468-2881

KINGSTON

Suite 306
1055 Princess Street
Kingston, Ontario
K7L 5T3
PHONE: (613) 545-4338
FAX: (613) 545-1204

LONDON DISTRICT OFFICE

Suite 201
217 York Street
London, Ontario
N6A 5P9
PHONE: (519) 675-7788
FAX: (519) 675-7795

MISSISSAUGA REGIONAL OFFICE

The Emerald Centre
10 Kingsbridge Garden Circle
Ste. 610
Mississauga, Ontario
L5R 3K6
PHONE: (416) 279-7333
FAX: (416) 279-7332

NORTH BAY

2nd Floor
1500 Fisher Street
Northgate Plaza
North Bay, Ontario
P1B 2H3
PHONE: (705) 495-8515
FAX: (705) 495-8517

OTTAWA DISTRICT OFFICE

Suite 703
1355 Bank Street
Ottawa, Ontario
K1H 8K7
PHONE: (613) 731-7100
FAX: (613) 731-4160

OWEN SOUND

Suite 108
Nor-Towne Plaza
1131 - 2nd Avenue East
Owen Sound, Ontario
N4K 2J1
PHONE: (519) 376-5790
FAX: (519) 376-4843

PEMBROKE

169 Lake Street
Pembroke, Ontario
K8A 5L8
PHONE: (613) 735-3911
FAX: (613) 735-6452

PETERBOROUGH

Ontario Government Bldg.
306 George Street North
Peterborough, Ontario
K9J 3H2
PHONE: (705) 745-1918
FAX: (705) 745-1926

PICKERING REGIONAL OFFICE

1420 Bayly Street
Unit #1
Pickering, Ontario
L1W 3R4
PHONE: (416) 837-7721
FAX: (416) 837-6726

SARNIA

Suite 101, 1st Floor
1319 Exmouth Street
Sarnia, Ontario
N7S 3Y1
PHONE: (519) 542-7705
FAX: (519) 542-3391

SAULT STE MARIE DISTRICT OFFICE

4th Floor, Station Tower
421 Bay Street
Sault Ste. Marie, Ontario
P6A 1X3
PHONE: (705) 945-6815
FAX: (705) 945-6818

SUDBURY

450 Notre Dame Avenue
Sudbury, Ontario
P3C 5K8
PHONE: (705) 688-3030
FAX: (705) 688-3033

THOROLD

3550 Schmon Parkway
Main Floor, Unit #3
Thorold, Ontario
L2V 4Y6
PHONE: (905) 988-5528
FAX: (905) 988-9250

THUNDER BAY REGIONAL OFFICE

3rd Floor
28 Cumberland Street North
Thunder Bay, Ontario
P7A 4K9
PHONE: (807) 345-8888
FAX: (807) 343-7240

TIMMINS

20 Wilcox Street
Timmins, Ontario
P4N 3K6
PHONE: (705) 264-2354
FAX: (705) 264-2975

TORONTO CENTRAL DISTRICT OFFICE

1st Floor
625 Church Street
Toronto, Ontario
M4Y 2E8
PHONE: (416) 326-5800
FAX: (416) 326-5799

WATERLOO

285 Weber Street North
Waterloo, Ontario
N2J 3H8
PHONE: (519) 571-6009
FAX: (519) 571-6047

WINDSOR

2nd Floor
1427 Ouellette Avenue
Windsor, Ontario
N8X 1K1
PHONE: (519) 973-1441
FAX: (519) 973-1415

Post-Secondary Education Institutions and Opportunities In Ontario

Your guidance office or local library has university and college calendars.

COLLEGES

For further information on admission requirements, programs, fees and residences, contact:

Algonquin College of Applied Arts and Technology

1385 Woodroffe Ave.
Ottawa, Ontario K2G 1V8
Admissions: (613) 727-0002
Registrar: (613) 727-4723
Toll-free: 1-800-565-4723

Cambrian College of Applied Arts and Technology

1400 Barrydowne Rd.
Sudbury, Ontario P3A 3V8
Phone: (705) 566-8101,
ext. 7597, 7742
or 7544
Toll-free: 1-800-461-7145

Canadore College of Applied Arts and Technology

100 College Dr.
Box 5001
North Bay, Ontario P1B 8K9
Phone: (705) 474-7600,
ext. 5123

Centennial College of Applied Arts and Technology

651 Warden Ave.
P.O. Box 631
Station A
Scarborough, Ontario M1K 5E9
Phone: (416) 289-5325
Toll-free: 1-800-268-4419

Collège Boreal

111, rue Elm
Sudbury, Ontario P3C 1T3
Phone: (705) 675-6673

Collège des Grands Lacs

595, rue Bay
Salle 403
Toronto, Ontario M5G 2E3
Phone: (416) 595-5090
or 1-800-590-5227

Conestoga College of Applied Arts and Technology

299 Doon Valley Dr.
Kitchener, Ontario N2G 4M4
Phone: (519) 748-5220

Confederation College of Applied Arts and Technology

1450 Nakina Dr.
P.O. Box 398
Station F
Thunder Bay, Ontario P7C 4W1
Phone: (807) 475-6130
Toll-free: 1-800-465-5005
(for Ontario, Manitoba
and Saskatchewan
residents)

Durham College of Applied Arts and Technology

P.O. Box 385
2000 Simcoe St. N.
Oshawa, Ontario L1H 7L7
Phone: (905) 721-2000
Toll-free: 1-800-668-5843

Fanshawe College of Applied Arts and Technology

1460 Oxford St. E.
London, Ontario N5W 5H1
Phone: (519) 452-4277

George Brown College of Applied Arts and Technology

500 MacPherson Ave.
P.O. Box 1015
Station B
Toronto, Ontario M5T 2T9
Phone: (416) 867-2000 or
(416) 867-2464
Toll-free: 1-800-263-8995

Georgian College of Applied Arts and Technology

One Georgian Dr.
Barrie, Ontario L4M 3X9
Phone: (705) 722-1560

Humber College of Applied Arts and Technology

P.O. Box 1900
205 Humber College Blvd.
Etobicoke, Ontario M9W 5L7
Phone: (416) 675-5000

La Cité collégiale of Applied Arts and Technology

2465 Saint-Laurent Boulevard
Ottawa, Ontario K1G 5H8
Phone: (613) 786-2483
Toll-free: 1-800-267-2483

Lambton College of Applied Arts and Technology

P.O. Box 969
1457 London Rd.
Sarnia, Ontario N7T 7K4
Phone: (519) 542-7751

Loyalist College of Applied Arts and Technology

P.O. Box 4200
Wallbridge/Loyalist Rd.
Belleville, Ontario K8N 5B9
Phone: (613) 969-1913,
ext. 204

Mohawk College of Applied Arts and Technology

Fennell Ave. and West 5th
Box 2034
Hamilton, Ontario L8N 3T2
Phone: (905) 575-2000,
575-2115

Niagara College of Applied Arts and Technology

P.O. Box 1005
300 Woodlawn Rd.
Welland, Ontario L3B 5S2
Phone: (905) 735-2211,
ext. 7542

Northern College of Applied Arts and Technology

P.O. Box 2002
South Porcupine, Ontario P0N 1H0
Phone: (705) 235-3211
Toll-free: 1-800-461-2167

St. Clair College of Applied Arts and Technology

2000 Talbot Rd. W.
Windsor, Ontario N9A 6S4
Phone: (519) 972-2700
Toll-free: 1-800-265-2506

St. Lawrence College of Applied Arts and Technology

2288 Parkedale Ave.
Brockville, Ontario K6V 5X3
Phone: (613) 345-0660 or
9613 544-5400,
ext. 1506

Sault College of Applied Arts and Technology

P.O. Box 60
443 Northern Ave.
Sault Ste. Marie, Ontario P6A 5L3
Phone: (705) 759-6700
Toll-free: 1-800-461-2260

Seneca College of Applied Arts and Technology

1750 Finch Ave. E.
North York, Ontario M2J 2X5
Phone: (416) 493-4144

Sheridan College of Applied Arts and Technology

1430 Trafalgar Rd.
Oakville, Ontario L6H 2L1
Phone: (905) 849-2800

Sir Sandford Fleming College of Applied Arts and Technology

Brealey Dr.
Peterborough, Ontario K9J 7B1
Phone: (705) 749-5500

AGRICULTURAL AND OTHER COLLEGES

Collège d'Alfred

31, rue St. Paul
Alfred, Ontario K0B 1A0
Phone: (613) 679-2218

Kemptville College of Agricultural Technology

830 Prescott St.
Kemptville, Ontario K0G 1J0
Phone: (613) 258-8335

Michener Institute for Applied Health Sciences

Student Services
222 St. Patrick St.
Toronto, Ontario M5T 1V4
Phone: (416) 596-3177

Niagara Parks Commission School of Horticulture

Admissions
P.O. Box 150
Niagara Falls, Ontario L2E 6T2
Phone: (905) 356-8554

Ridgetown College of Agricultural Technology

Director
Ridgetown, Ontario N0P 2C0
Phone: (519) 674-5456

ONTARIO UNIVERSITIES AND ONTARIO COLLEGE OF ART

For further information on admission requirements, programs, fees and residences, contact:

Algoma University College

1520 Queen St. E.
Sault Ste. Marie, Ontario P6A 2G4
Phone: (705) 949-2301,
ext. 241

Brock University

500 Glenridge Ave.
St. Catharines, Ontario L2S 3A1
Phone: (905) 688-5550
Liaison Off. ext. 3245
Admissions: ext. 3434/3435

Carleton University

Room 601
Administration Building
1125 Colonel By Drive
Ottawa, Ontario K1S 5B6
Phone: (613) 520-3663
Toll-free (Ontario and P.Q.)
1-800-267-7366

Collège dominicain de philosophie et de théologie

96 Empress Ave.
Ottawa, Ontario K1R 7G3
Phone: (613) 233-5696
or 233-5697

Collège universitaire de Hearst

P.O. Box 580
Hearst, Ontario P0L 1N0
Phone: (705) 372-1781

University of Guelph

University Centre, Room 413
Guelph, Ontario N1G 2W1
Phone: (519) 821-2130

Lakehead University

955 Oliver Rd.
Thunder Bay, Ontario P7B 5E1
Phone: (807) 343-8500
Toll-free: 1-800-465-3959
(Ontario, Manitoba,
Saskatchewan)

Laurentian University

935 Ramsey Lake Rd.
Sudbury, Ontario P3E 2C6
Phone: (705) 675-1151,
ext. 3915
Toll-free: 1-800-461-4030

McMaster University

120 Gilmour Hall
McMaster University
Hamilton, Ontario L8S 4L8
Phone: (905) 525-9140,
ext. 24796

Nipissing University

100 College Dr.
P.O. Box 5002
North Bay, Ontario P1B 8L7
Phone: (705) 474-3461,
ext. 4515 and 4514
Toll-free: 1-800-461-1673

Ontario College of Art

100 McCaul St.
Toronto, Ontario M5T 1W1
Phone: (416) 977-5311,
ext. 236

St. Paul University (federated with the University of Ottawa)

223 Main St.
Ottawa, Ontario
Phone: (613) 236-1393

University of Ottawa

Box 450, Station A
550 Cumberland St.
Ottawa, Ontario K1N 6N5
Phone: (613) 564-3928

Queen's University

Kingston, Ontario K7L 3N6
Phone: (613) 545-2217

Royal Military College of Canada

Kingston, Ontario K7K 5L0
Phone: (613) 541-6302

Ryerson Polytechnic University

350 Victoria St.
Toronto, Ontario M5B 2K3
Phone: (416) 979-5036

University of Toronto

315 Bloor St. W.
Toronto, Ontario M5S 1A3
Phone:
Ont. secondary school students
(416) 978-2771
Others (416) 978-2190

Trent University

Peterborough, Ontario K9J 7B8
Phone: (705) 748-1215

University of Waterloo

200 University Ave. W.
Waterloo, Ontario L2L 3G1
Phone: (519) 885-1211,
ext. 5378

University of Western Ontario

1151 Richmond St.
Stevenson-Lawson Building,
Room 151
London, Ontario N6A 5B8
Phone: (519) 661-2026

Wilfrid Laurier University

75 University Ave. W.
Waterloo, Ontario N2L 3C5
Phone: (519) 884-1970,
ext. 2351

University of Windsor

Windsor, Ontario N9B 3P4
Phone: (519) 973-7014
Toll-free (Ont. and P.Q.)
1-800-567-7014

York University

4700 Keele St.
North York, Ontario M3J 1P3
Phone: (416) 736-5100

DISTANCE EDUCATION AND CORRESPONDENCE STUDY

Contact North: Distance Education Network

If there is no listing for Contact North in your local telephone book, call 1-800-561-2222, or contact one of the two regional coordinating centres:

Northwest Regional Coordinating Centre

1139 Alloy Dr.
Ste. 104
Thunder Bay, Ontario P7B 6M8
Phone: (807) 344-1616
Fax: (807) 844-2390

Northeast Regional Coordinating Centre

634 Notre-Dame Avenue
Sudbury, Ontario P3C 5L2
Phone: (705) 671-2710
Fax: (705) 671-2736

TVOntario

TVOntario provides access to television-based credit telecourses in collaboration with Ontario colleges or universities. For more information, contact the college or university of your choice.

Registered Private Vocational Schools

For information about particular courses, write to:

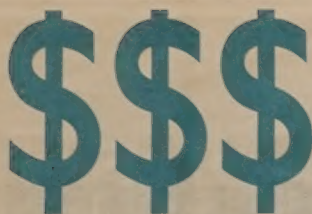
The Ontario Association of Career Colleges
1-301 Fairview Dr.
Cooper Towers
P.O. Box 340
Brantford, Ontario N3T 5N3

Phone: (519) 753-8689
Fax: (519) 753-4712

Further information may be obtained from:

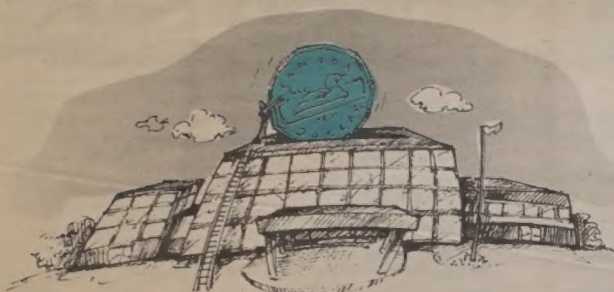
Superintendent,
Private Vocational Schools Unit
Ministry of Education and Training
2nd floor, Macdonald Block
900 Bay St.
Ste. M2-56

Toronto, Ontario M7A 1L2
Phone: (416) 314-0500
Fax: (416) 314-0499



AND SENSE: BANKING

FOR YOUR EDUCATION



*Planning to go to college or university?
It's time to think about saving now!*

Your plan to go to community college or university is a good one for your future. But do you know how much that plan will cost you and your parents? Some students must take out student loans and will graduate with a large debt to pay.

Tips On Preparing For College or University

- **Be aware of the costs** of college and university; whether or not you will be living at home.
- **Start saving early.** If you have a job, put some of your earnings away for your education.
- **Student loans should be a last-resort means** of raising money for your education. A student loan is a financial commitment like any other loan. It is a debt that you must pay back. If you don't, it will adversely affect your credit rating.
- Know that under current student loan programs, **students** may be expected to contribute. **Parents** are also expected to contribute in the case of dependent children. This means that student loans may not fully cover your college or university costs.
- **Plan your education.** Have a firm idea what courses you will be taking. Changing programs may be time-consuming and costly.
- **Don't drop out!** You could have a debt, but no diploma to help you earn a salary sufficient to pay it back.

For information on the Ontario Student Assistance Program, you can contact:

Student Affairs
Ministry of Education and Training
P.O. Box 4500
189 Red River Road, 4th Floor
Thunder Bay, Ontario P7B 6G9
(807) 343-7260
Toll-free: 1-800-465-3013
TDD: 1-800-465-3958

Debt is A BIG DEAL!

If your student loans are...

Your monthly payment for
10 years at 12% would be....
no matter what salary you earn

\$5,000	\$72
\$10,000	\$143
\$15,000	\$215
\$20,000	\$287
\$25,000	\$359
\$30,000	\$430
\$35,000	\$502
\$40,000	\$574

This could be you...

Sonia earns a degree in mathematics. Her first job is for an insurance company at \$24,000 a year. Her monthly take-home pay after taxes is \$1,520. But, after paying her student loans, her income is even less.

- With student loans of \$10,000, she'd have to pay \$143 monthly, leaving her with \$1,377.
- With student loans of \$25,000, she'd have to pay \$359 monthly, leaving her with \$1,161.
- With student loans of \$35,000, she'd have to pay \$502 monthly, leaving her with \$1,018.

What does this mean?

Sonia's monthly payment could be so high that she might not be able to afford a house, a car or a vacation for many years.

**GET THE EDUCATION AND TRAINING YOU WANT
AND NEED, BUT REMEMBER—THE SMALLER YOUR
STUDENT LOANS, THE BETTER OFF YOU WILL BE.**

A Tale of Two Students

The figures below are estimates only for basic living and institution costs. All costs may vary according to individual circumstances, the program chosen and changes in tuition fees.

NORMAN: Toronto

Norman wants to go to George Brown College to take a three-year course in dental technology.

BASIC LIVING COSTS

Sharing a two-bedroom apartment, utilities included	\$387
Food	\$167
Local public transportation	\$59
Miscellaneous: personal and health care, clothing, cleaning, communications	\$179
Total basic living costs per month	\$792
Total basic living costs for the school year: \$792 X 8 months	\$6,336

INSTITUTION COSTS

Tuition fees	\$1,275
Compulsory fees	\$815
Books and supplies	\$1,835
Total institution costs	\$3,925
STUDENT'S TOTAL COSTS	\$10,261

MARIE: Thunder Bay

Brenda wants to go to Lakehead University to take a four-year course in engineering.

BASIC LIVING COSTS

Sharing a two-bedroom apartment, utilities included	\$387
Food	\$167
Local public transportation	\$59
Miscellaneous: personal and health care, clothing, cleaning, communications	\$179
Total basic living costs per month	\$792
Total basic living costs for the school year: \$792 X 8 months	\$6,336

INSTITUTION COSTS

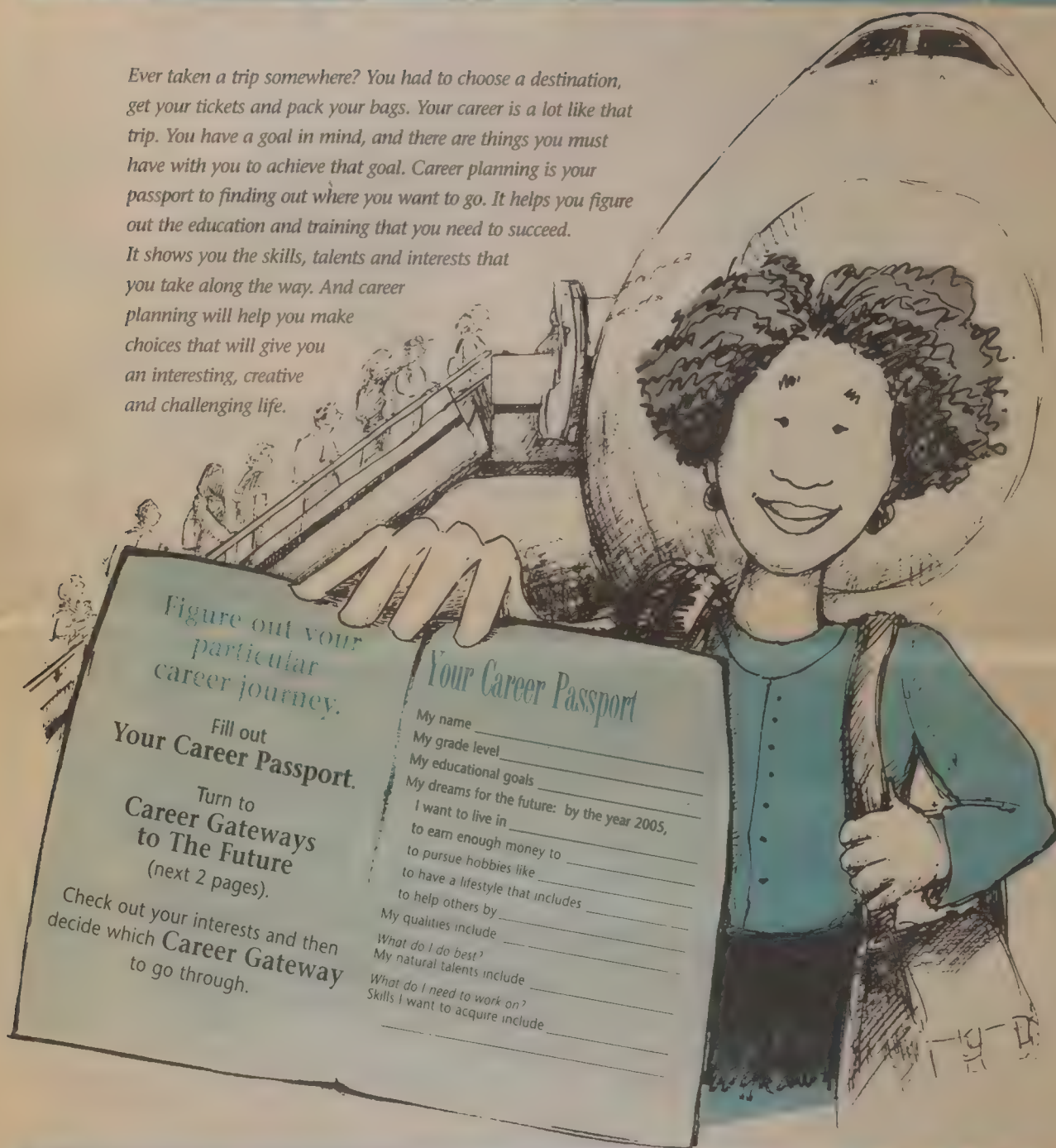
Tuition fees	\$2,697 - 2,942*
Compulsory fees	\$430
Books and supplies	\$1,985
Total institution costs	\$5,112 - 5,357
STUDENT'S TOTAL COSTS	\$11,448 - 11,693

* Tuition not set at time of printing

YOUR CAREER PASSPORT

CAREER PLANNING: YOUR PASSPORT TO THE FUTURE 1996

Ever taken a trip somewhere? You had to choose a destination, get your tickets and pack your bags. Your career is a lot like that trip. You have a goal in mind, and there are things you must have with you to achieve that goal. Career planning is your passport to finding out where you want to go. It helps you figure out the education and training that you need to succeed. It shows you the skills, talents and interests that you take along the way. And career planning will help you make choices that will give you an interesting, creative and challenging life.



How far can your career journey take you?

Give your career a terrific boost with extra career miles. Here's how it works. Employers want to know who you are and what skills, education and experience you have. For example, have you:

- had a summer or part-time job? • done volunteer work? • been on a co-op program? • done job-shadowing?
- taken a CPR course? • gotten your driver's licence? • earned swimming and lifesaving badges? • surfed on the Internet? • been a tour guide? • learned sign language for deaf people? • run your own lawn-mowing business? • worked for a political party? • taken flying lessons? • joined a Scout troop, Guide company or other community activity?

These are just a few ways you can add to your work experience and accumulate extra career miles. You'd be amazed at how these experiences can give you an edge in getting where you want to go.



Career Gateways To The Future

YOUR JOURNEY BEGINS WITH YOU

You're standing in an airport.
Ahead are the Career Gateways to different career destinations. Check the questions with each Career Gateway and figure out which career is right for you.
Now get ready to take off to your new Career Destination!

THE KIND OF PERSON YOU ARE

Your Qualities = Great Beginnings

Each of us begins life with our own unique personality and temperament. These qualities help us decide what we want to do with our lives. For example, are you:

- persistent? • conscientious? • orderly? • practical? • social?
- intuitive? • patient? • adventurous? • imaginative?
- compassionate? • co-operative?

Your qualities are the starting point for your choices about the future.

WHAT YOU DO

Your Personal Best = Great Opportunities

Each of us is born with unique talents that help us excel at different tasks. For example, do you have:

- an eye for detail? • a great imagination? • a gift for numbers?
- the ability to get along with people? • the ability to tell a story? • a knack for thinking analytically? • a special fondness for animals? • an understanding about how things work?

Your unique talents may send you in new and interesting career directions.

YOUR EDUCATION AND TRAINING

Learning = Many Choices

A career journey doesn't necessarily have only one destination. There may be many stops along the way, and new goals and challenges to make you head off in new directions. Remember that lifelong learning will help you acquire new skills that may make your journey more interesting and challenging. For example, you can add on:

- a high school diploma • a community college or CEGEP diploma • a university diploma • apprenticeship training
- on-the-job training • a certificate from a specialized training program.

Diplomas, certificates, licences—they're all tools that give you greater career opportunities and expand your choice of destinations.

Future Watch: For more information on occupations, earnings and labour market projections, check out the next edition of *Job Futures* available from Human Resources Development Canada in early 1996

GATEWAY 1

CAREERS IN MATH, SCIENCE AND ENGINEERING

Scientific and technical knowledge is expanding at an enormously rapid rate with new discoveries almost every day. This is a terrific career journey for those people who combine great analytical skills and lots of curiosity.

- ☐ Are you good at analyzing and solving problems?
- ☐ Do you like figuring out how things work?
- ☐ Are you challenged by experiments and discovering new things?
- ☐ Is math a turn-on for you?
- ☐ Do equipment and technical instruments interest you?

Travel to your Career Destination on page 4.



GATEWAY 9

CAREERS IN ARTS, CULTURE AND ENTERTAINMENT

Books, articles, plays, movies, music, dance, art—the only limit to creation is the boundary of the human mind and spirit. Take this exciting career journey and you could be heading into the unknown.

- ☐ Are you imaginative and creative?
- ☐ Do you have a particular artistic talent such as writing, drawing or singing?
- ☐ Are you a natural performer?
- ☐ Do you like investigating things and reporting on them?
- ☐ Do you like to make things using your own ideas?

Travel to your Career Destination on page 12.

GATEWAY 8

CAREERS IN COMPUTERS AND SOFTWARE

yourcareer@future.scene—as computer and software specialists continue to journey into cyberspace, their discoveries are changing the way people work and live. Hop on this career journey and the ride could be wild and challenging.

- ☐ Do you have ideas for great computer games?
- ☐ Do you like to do mathematical calculations?
- ☐ Are you good at explaining how computers work?
- ☐ Can you think of new ways to use computers and software?
- ☐ Do you like doing work that requires precision and attention to detail?

Travel to your Career Destination on page 11.

GATEWAY 2

CAREERS IN HEALTH AND MEDICINE

People in health and medicine have a real knack for caring about others and wanting to improve people's lives. This is an exciting career journey with many possibilities from promoting wellness to developing new drugs or therapies to combat disease.

- ☐ Are you curious about the way the human body works?
- ☐ Do you wonder what causes diseases and why?
- ☐ Do you like to help people when they are sick or upset?
- ☐ Do you mind working irregular hours?
- ☐ Are you interested in equipment and technical instruments?

Travel to your Career Destination on page 5.

GATEWAY 3

CAREERS IN EDUCATION, SOCIAL SERVICES AND RELIGION

Canada is undergoing rapid social and economic changes that are affecting many people. This fulfilling career journey may be right for you if you like to help and support others.

- ☐ Are you interested in other people's lives?
- ☐ Can you handle people who are upset and worried?
- ☐ Are you comforting and compassionate?
- ☐ Are you curious about what makes people tick?
- ☐ Do you want to help people find more meaning in their lives?

Travel to your Career Destination on page 6.

GATEWAY 4

CAREERS IN LAW, ENFORCEMENT, GOVERNMENT AND SOCIAL SCIENCES

Canada is now part of the global community and therefore a more culturally diverse nation. People who choose this exciting career journey bring their ideas and solutions to the challenges we face as a society.

- ☐ Are you curious about how society works?
- ☐ Do you like to read about trends and attitudes?
- ☐ Are you interested in protecting people?
- ☐ Do you want to find ways to make a more just society?
- ☐ Do you enjoy assisting people when they need help?

Travel to your Career Destination on page 7.

GATEWAY 5

CAREERS INVOLVING MACHINES AND EQUIPMENT

A telephone, bus, CD, sneakers—everything we use reflects the work of skilled people in construction, transportation, electronics, utilities, manufacturing and natural resources. This is a great career journey if you're a hands-on person with a curiosity about how things work.

- ☐ Do you like making, assembling and repairing things?
- ☐ Do you like driving and operating big machines?
- ☐ Are you the kind of person who enjoys a steady pace of work?
- ☐ Are you interested in how computers and machines work together?
- ☐ Are you an active person who enjoys working outdoors?

Travel to your Career Destination on page 8.

GATEWAY 6

CAREERS IN BUSINESS, FINANCE AND SALES

Our global community is a huge marketplace with people buying and selling every product and service imaginable. This is a great career journey with thousands of exciting occupations for a person with a head for business.

- ☐ Are you good with numbers and calculations?
- ☐ Are you sociable and outgoing?
- ☐ Do you have the ability to convince people about things?
- ☐ Do you have a lot of ideas and initiative?
- ☐ Are you interested in running your own business some day?

Travel to your Career Destination on page 9.

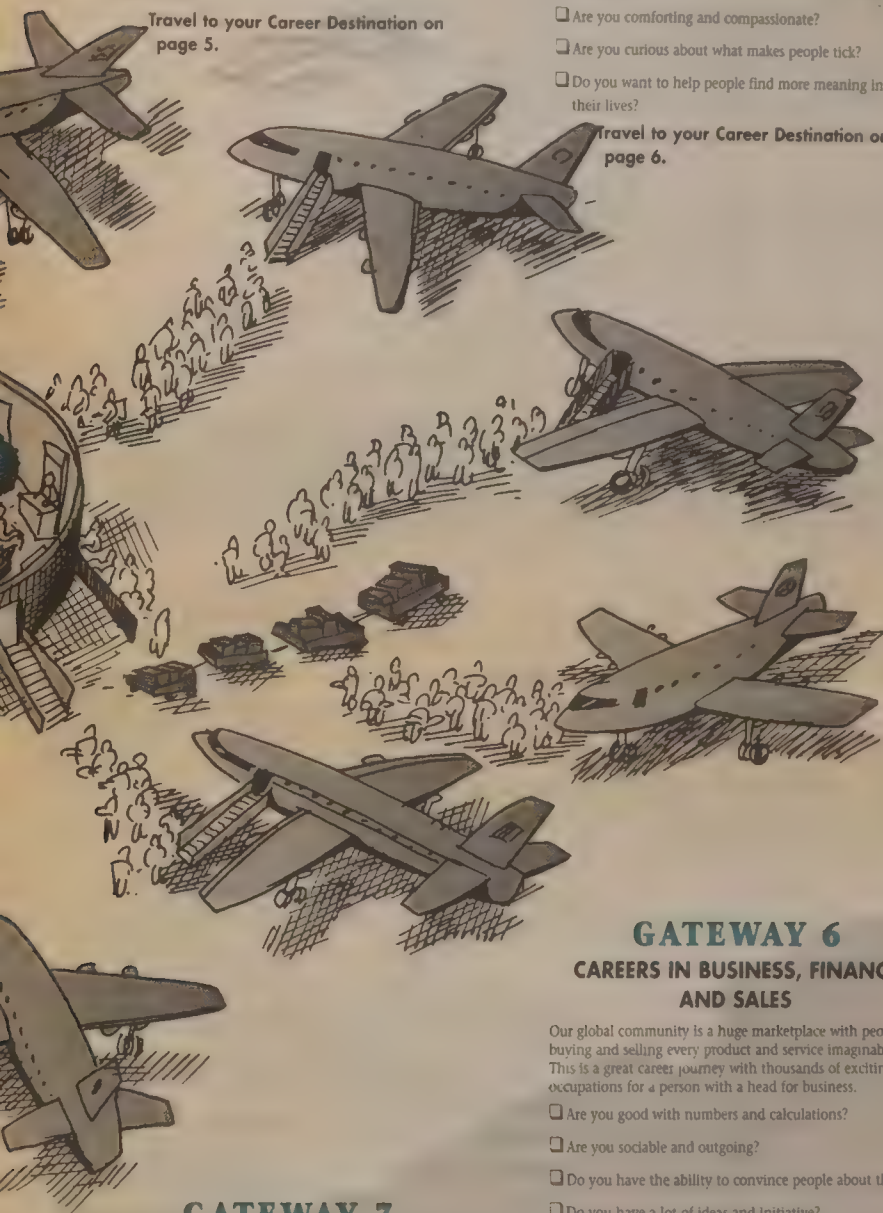
GATEWAY 7

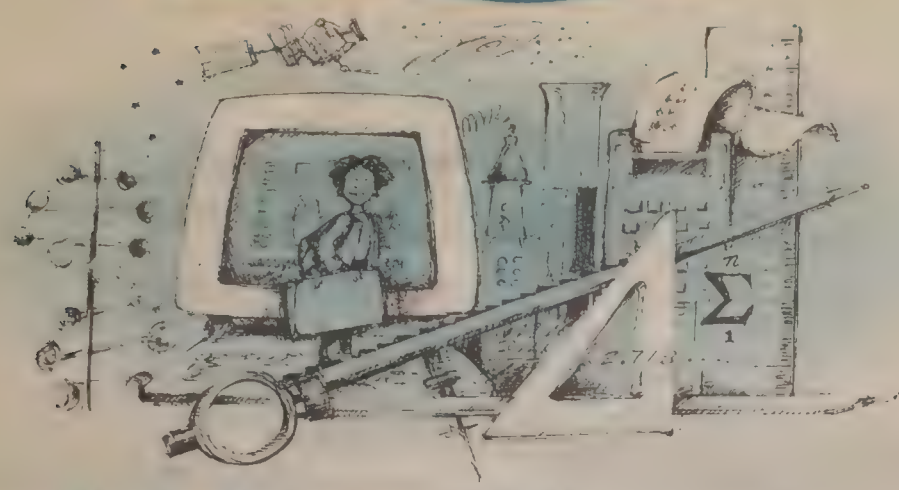
CAREERS IN SPORTS AND RECREATION

People in sports and recreation work in thousands of different careers from training athletes to selling sports equipment to winning gold medals. This is a terrific career journey for high-energy people.

- ☐ Are you a fitness freak?
- ☐ Are you competitive and willing to work hard?
- ☐ Do you like the idea of adventures?
- ☐ Do you like helping people train and practise their sport?
- ☐ Are you interested in the medical or psychological aspect of sports activities?

Travel to your Career Destination on page 10.

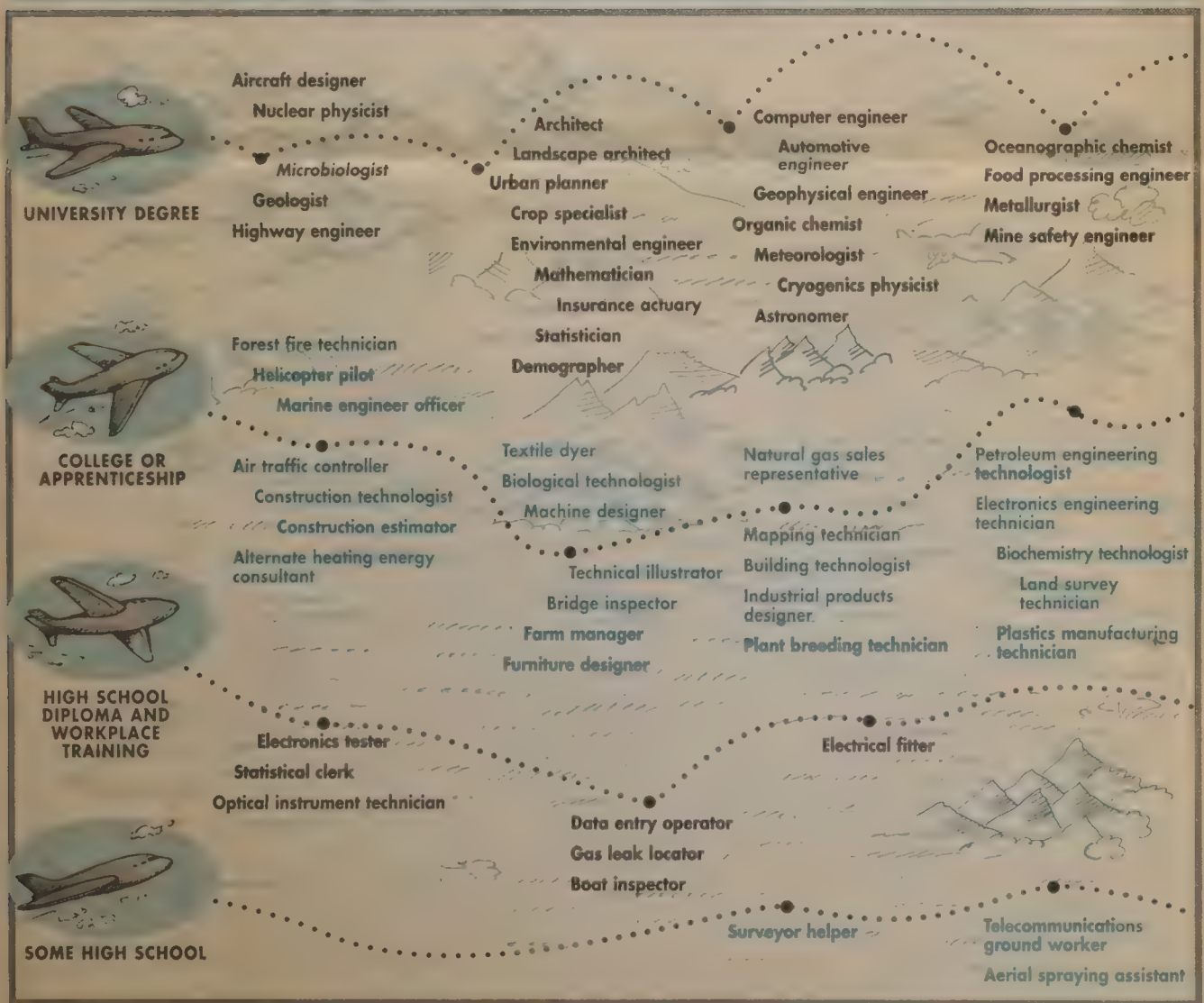




Math, Science and Engineering

Environmental issues, the global need for food, space travel—people trained in math, science and engineering apply their skills to the many challenges that we face. They work to expand our knowledge and make the world a safer and better place to live. If you're curious and analytical with good problem-solving skills, a career in this field could make you one of Canada's front-line "knowledge" workers.

You've arrived at your Career Destination. What opportunities can you find here? Think about your interests, your abilities and what kind of person you are. Are you sociable? orderly? creative? Do you like to take charge? Are you good at fixing things? There are many careers on the map below. Let who you are and what you enjoy lead you to the occupations that would be right for you.

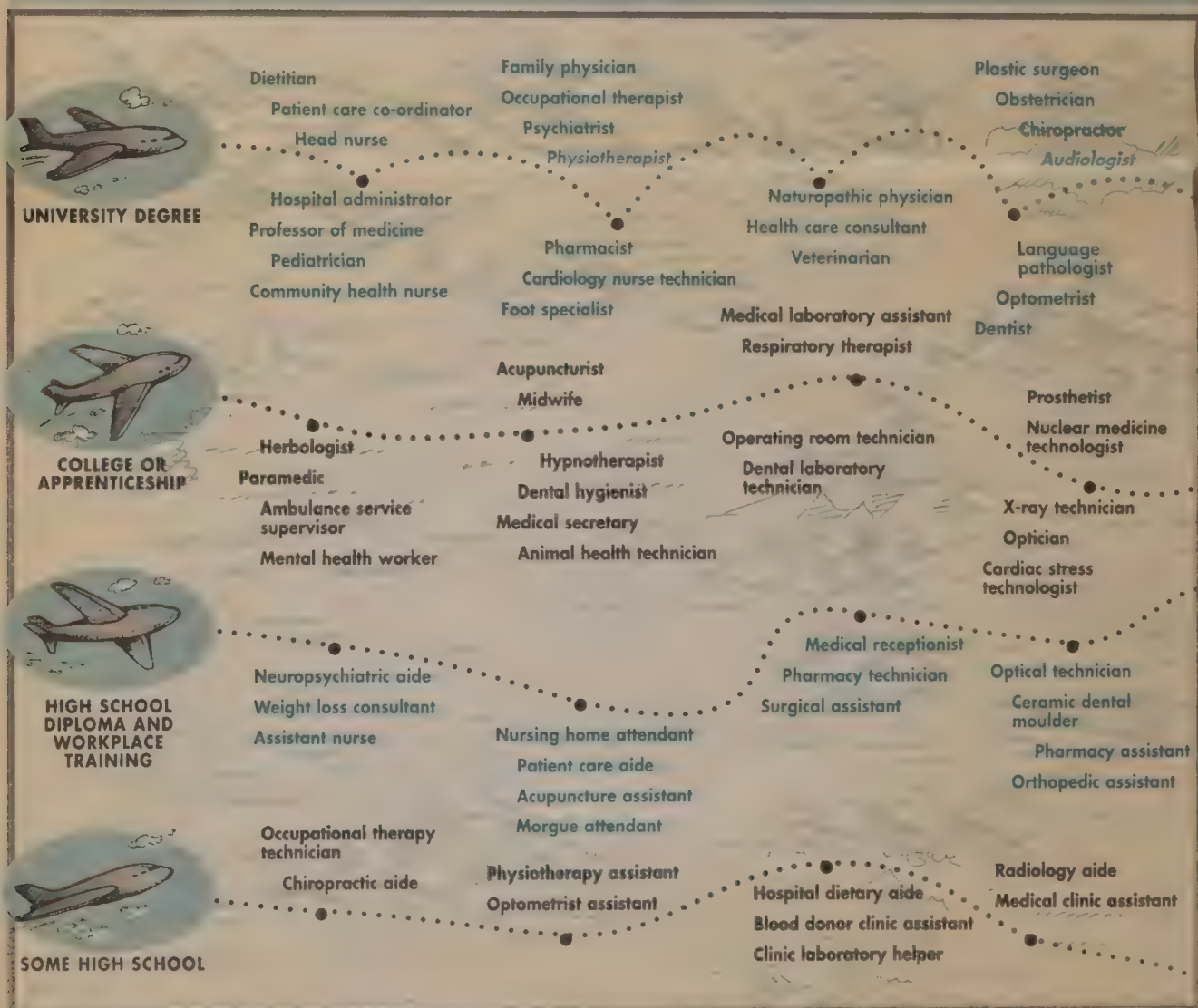


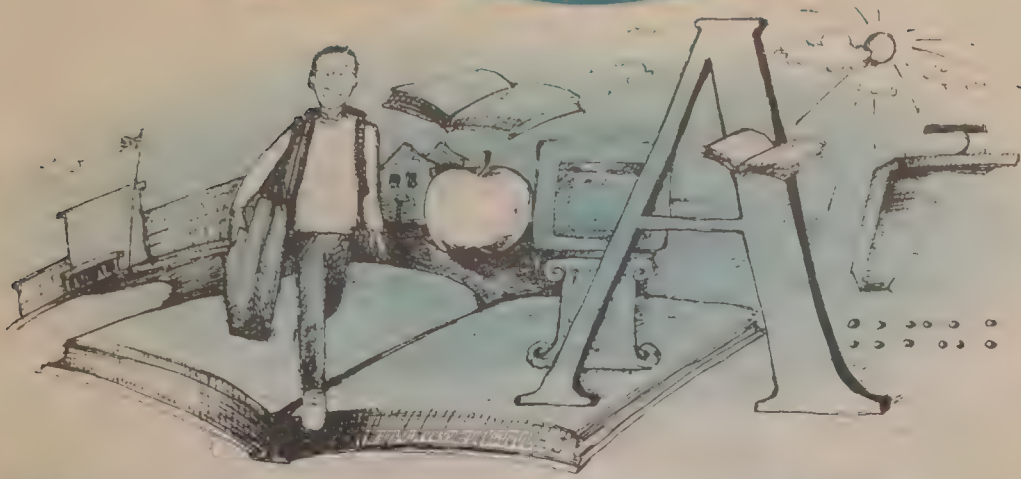


Health and Medicine

Are you curious about the way the human body works? Are you interested in medical research? Do you have a talent for caring for others? Today's health care occupations offer work for people with many different interests and skills. You could help people feel better, be a medical detective investigating why people get sick, or work on the leading edge discovering new drugs or therapies to combat disease.

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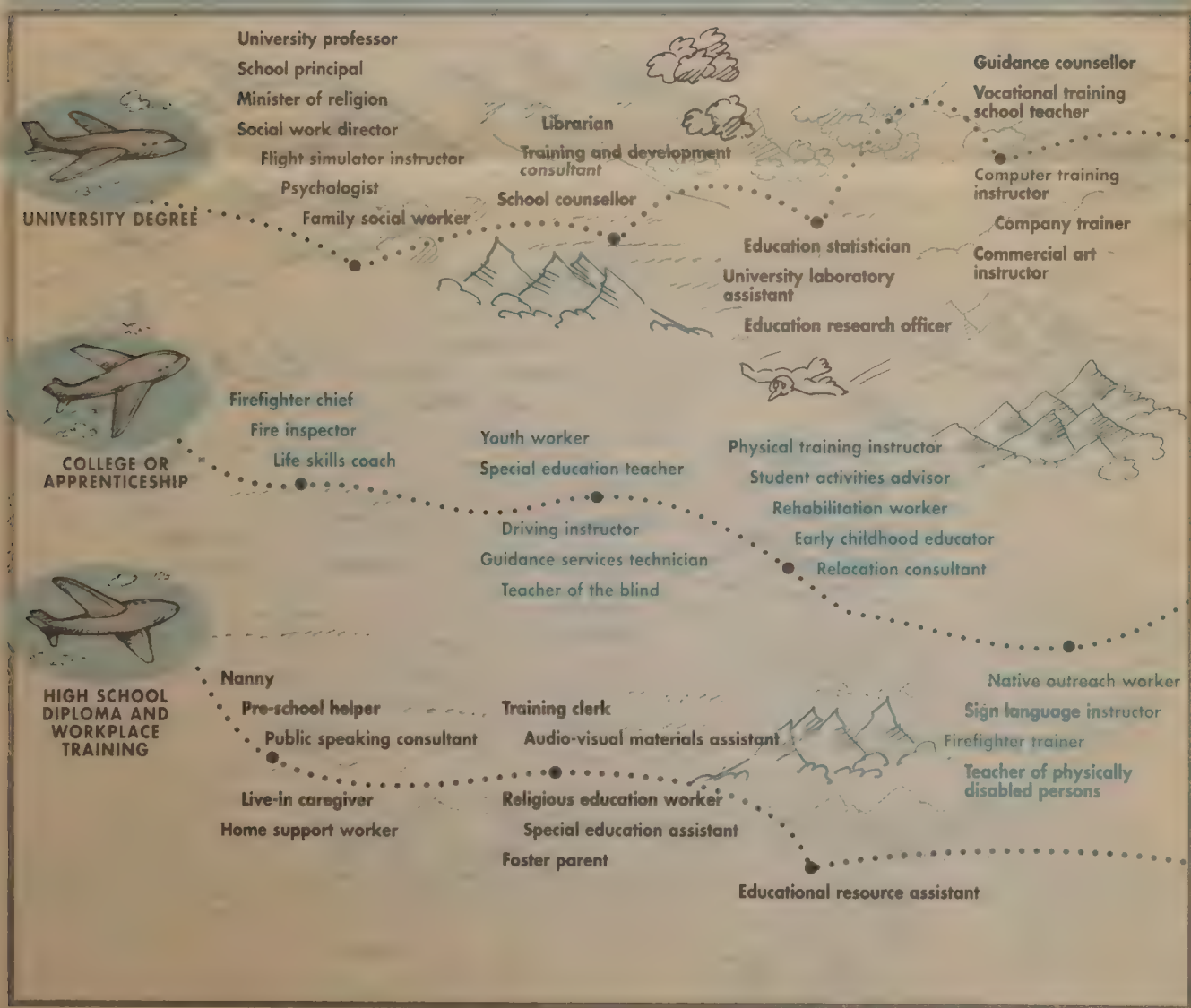




Education, Social Services and Religion

Canada is changing rapidly—socially and economically. Our country needs teachers to help people develop good skills so they can find work. We need people in social services who can help Canadians adapt to the many changes they are facing. And we need religious workers who can help others find meaning in their lives. Careers in this field would suit you perfectly if you are compassionate and enjoy working with others.

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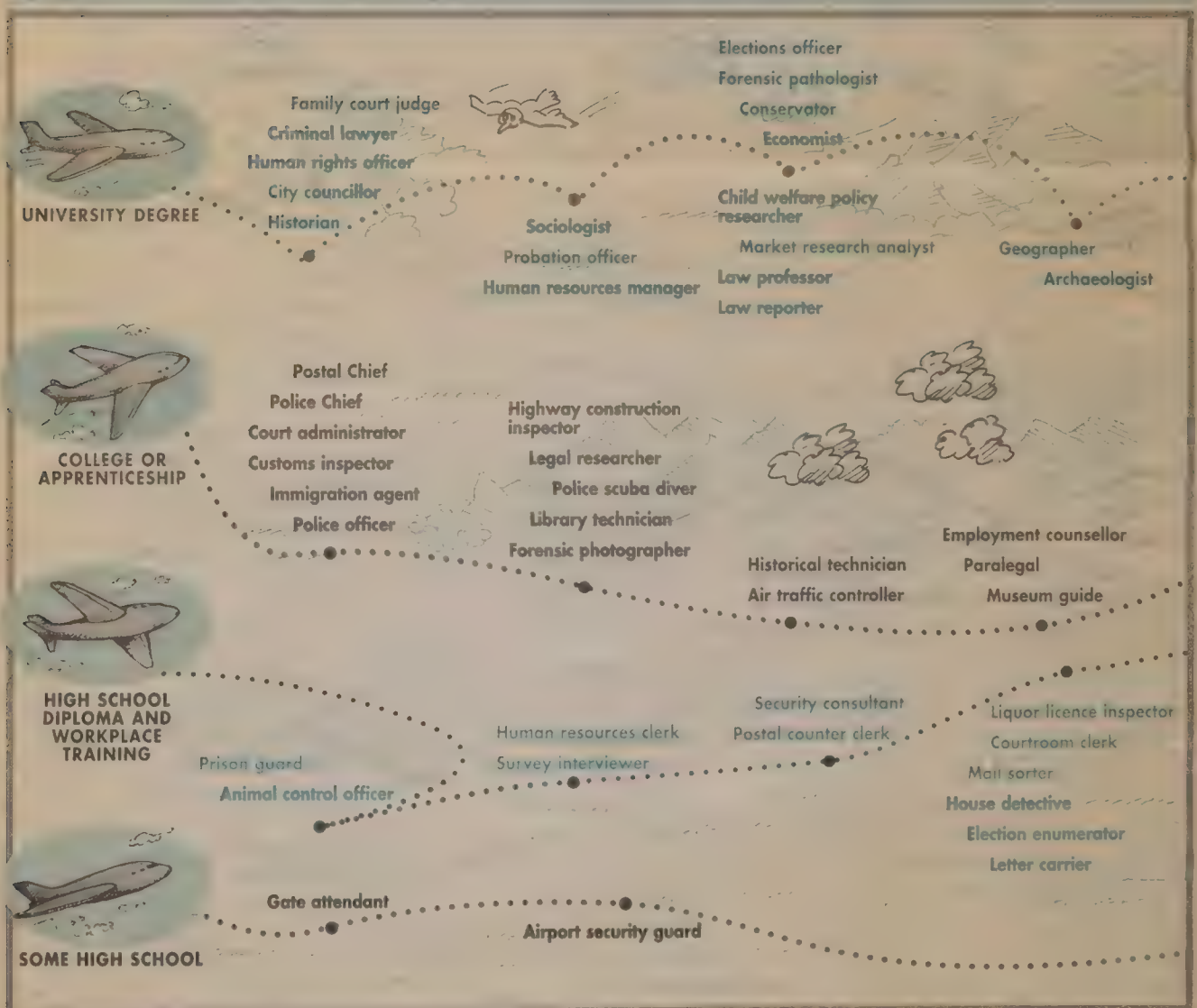


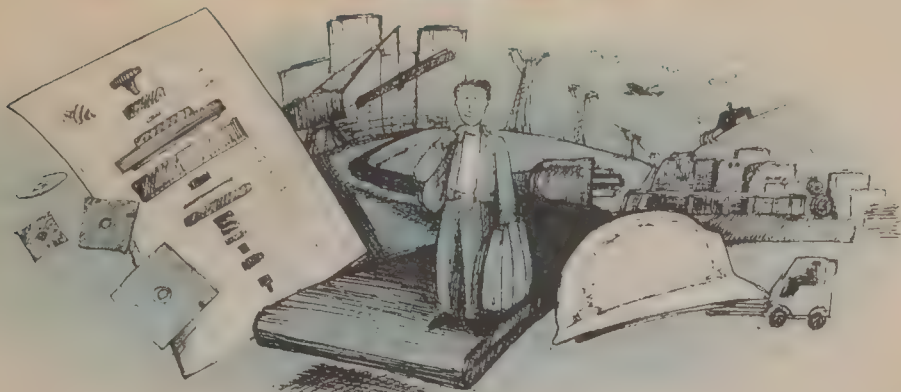


Law, Enforcement, Government and Social Sciences

Are you interested in the way society and the law work? Do you want to help govern the country? Are you curious about social trends and attitudes? Today, the needs and expectations of Canadians are constantly changing. We need people who are trained to understand and help manage these changes. Lawyers, police officers, city administrators, economists—careers in this field are great for people who like to observe, learn, investigate, evaluate and take action.

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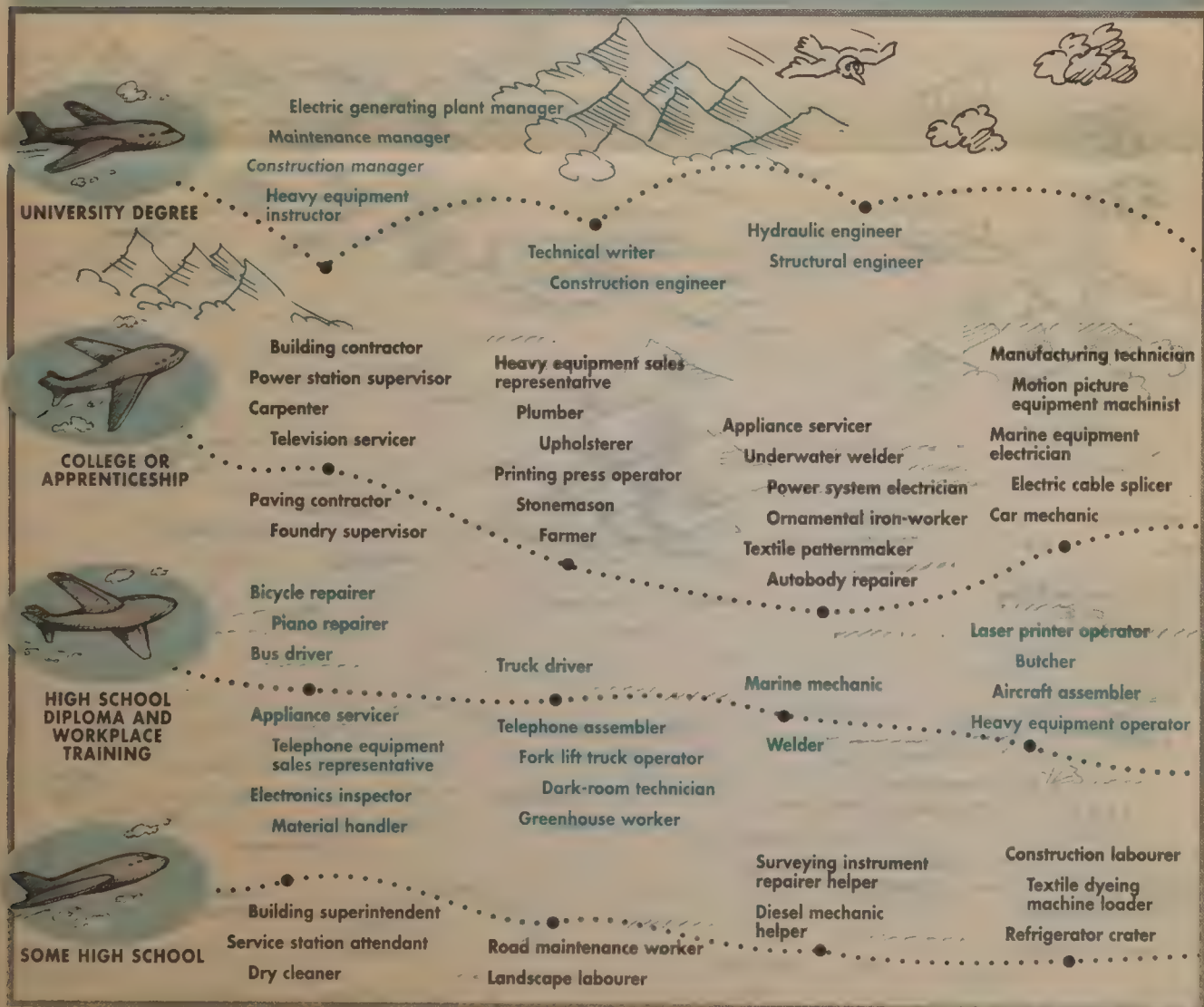


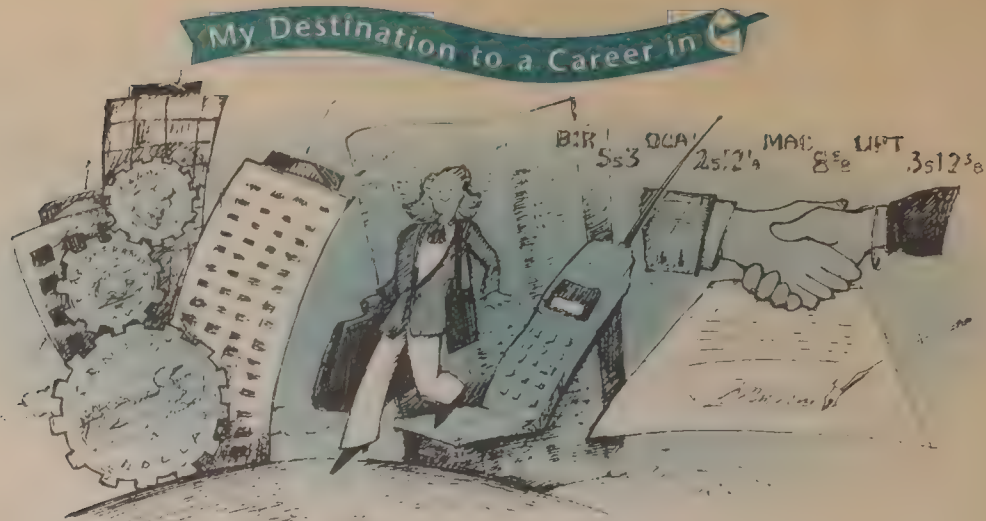


Machines and Equipment

In the past, manufacturers needed unskilled labourers for their assembly lines. Today, robots do these repetitive tasks. Industry needs skilled people who can work in teams to install, run, repair and maintain machinery. And because technology is changing all the time, workers have to be flexible. In careers involving machines and equipment, you'll need to match your mechanical abilities with computer know-how and good communication skills.

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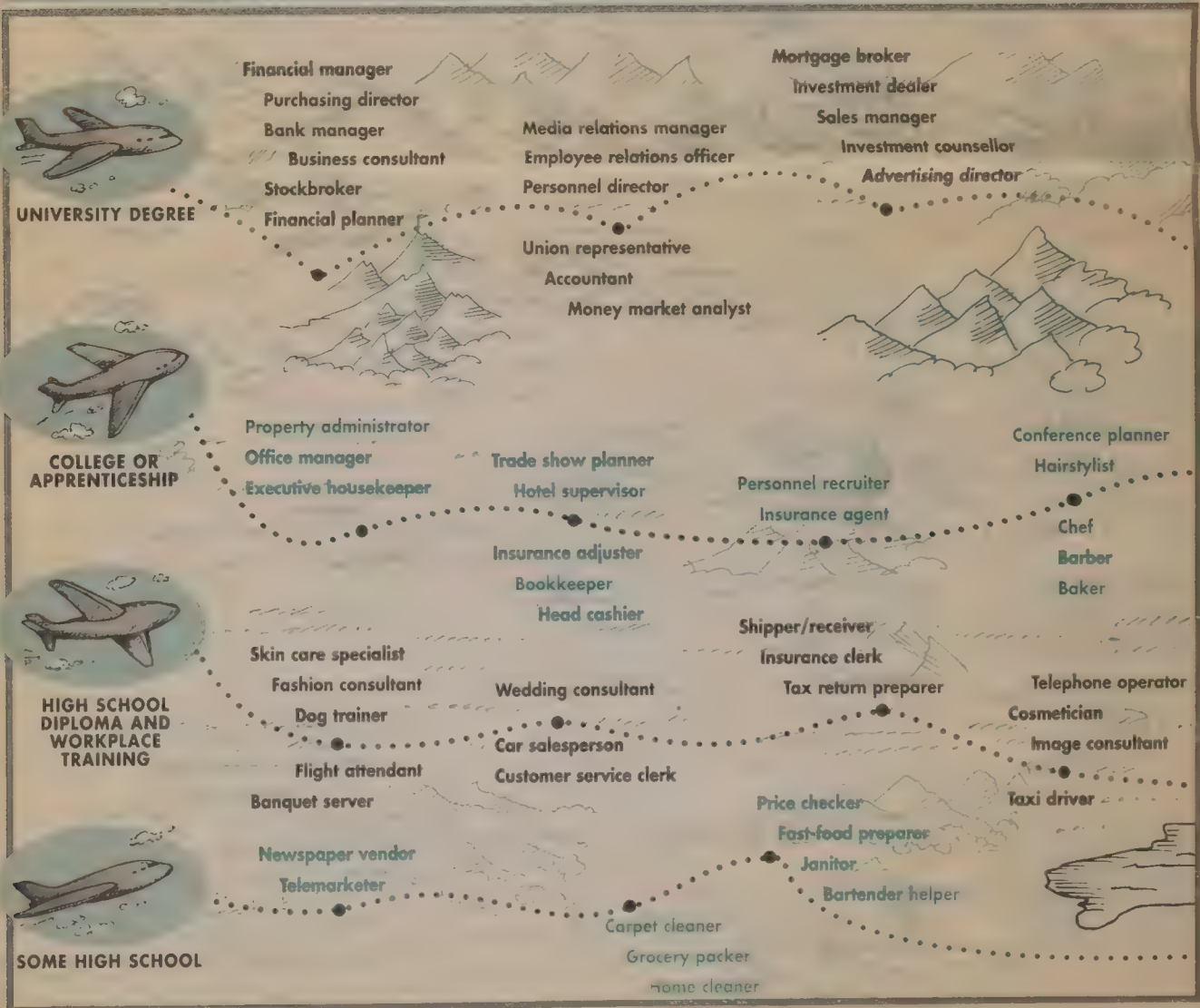




Business, Finance and Sales

A suit on the rack in your favourite store may have been designed in Winnipeg, sewn in Hong Kong, and sold by distributors in Canada and Europe. Today, people in business, finance and sales have to think "global." Accountant, personnel clerk, property administrator, business communicator, self-employed hairstylist—use your knack for numbers, organizational talents and persuasive abilities to find thousands of exciting careers in this field.

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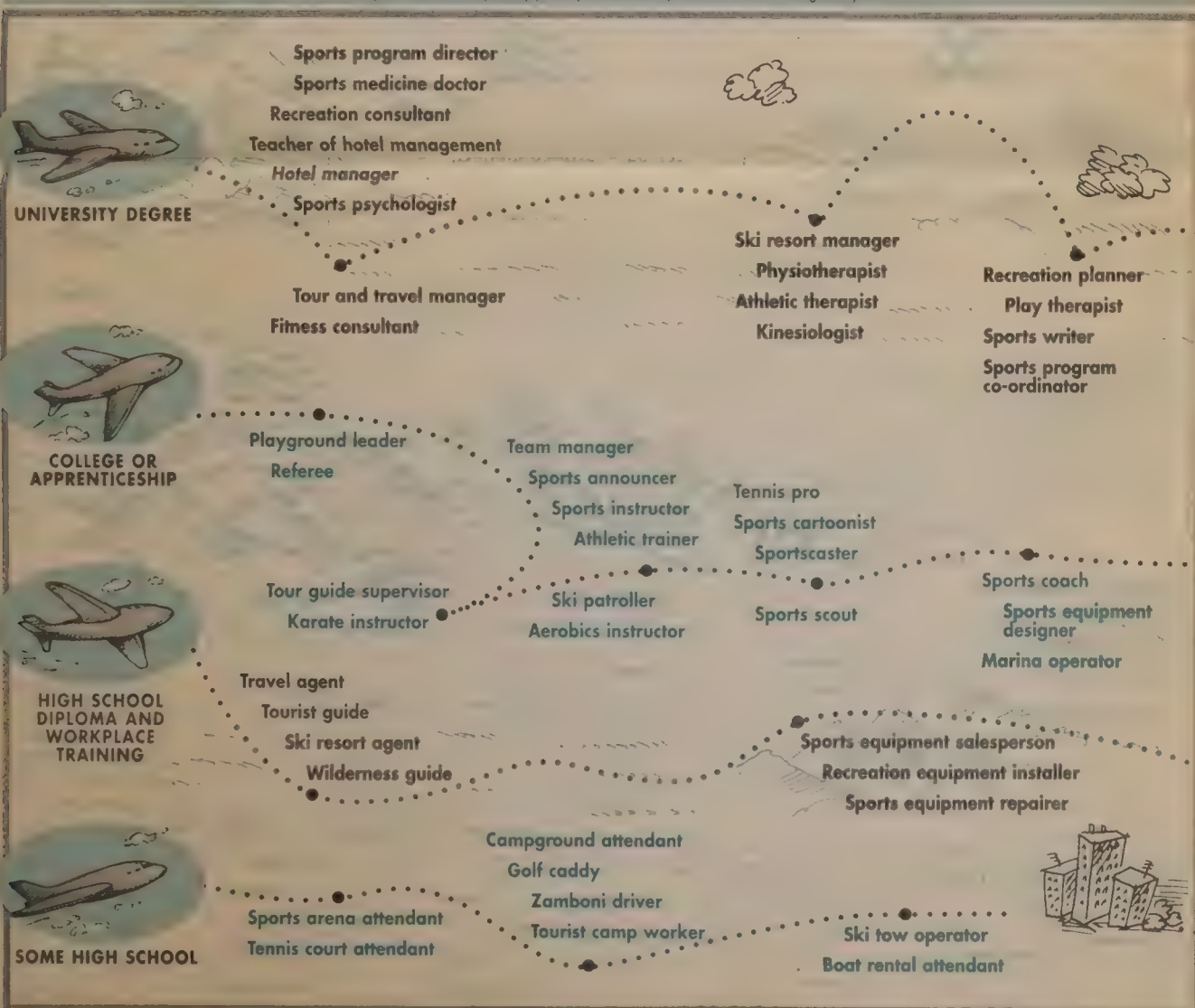




Sports, Recreation and Leisure

Perhaps you're an athlete and training for a solo career in professional sports or as part of a team. Maybe you would like to turn your interest in fitness and the outdoors into a career as a fitness instructor or wilderness tour guide. Or maybe you've got a mechanical bent and a great idea for a new kind of bicycle or weightlifting machine. Whatever your choice, your love of sports can lead you to many different and exciting careers.

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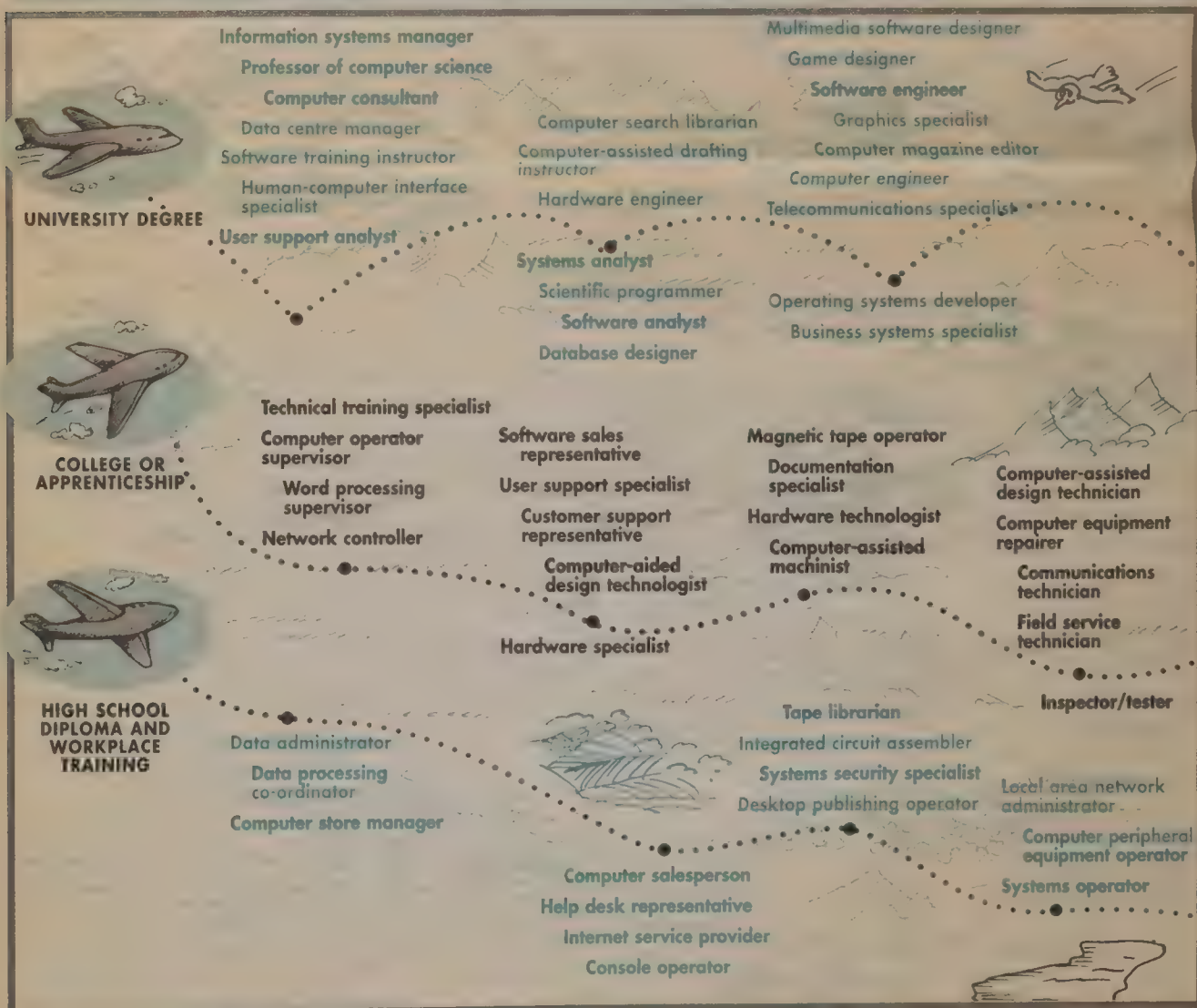




Computers and Software

Computers are everywhere in our society. Manufacturers use computers to build products. Businesses use them to keep track of inventory and sales. Graphic artists use programs to design print and video images. And individuals are writing with word-processing programs, playing computer games and using educational software. If you're interested in computers and software, you could be starting out on a great cyberspace career path.

You've arrived at your Career Destination. What opportunities can you find here? Think about your interests, your abilities and what kind of person you are. Are you sociable? orderly? creative? Do you like to take charge? Are you good at fixing things? There are many careers on the map below. Let who you are and what you enjoy lead you to the occupations that would be right for you.



Many people dream of being superstars, but you don't have to be famous to have a rewarding career in the arts, culture or entertainment field. Publishers need writers, but also editors and book designers. Galleries need artists, but also curators and researchers. And fashion is a big business needing fabric designers, patternmakers and dressmakers. Finding the right career for you requires creativity, imagination plus a good dose of practical thinking.

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What is apprenticeship all about?



On-the-job and in-school training, an agreement between someone who wants to learn a new skill and an employer who needs a skilled worker, earning money while learning, training that lasts between two and five years, for apprentices who are at least 16 years of age and have a Grade 10 education (although most employers require a minimum of a Grade 12 education), some regulated trades have Interprovincial Standards ("Red Seal") examinations where a minimum mark of 70 per cent permits one to work anywhere in Canada, the Ontario Youth Apprenticeship Program offers students a chance to attend high school and train as registered apprentices at the same time

Benefits of being a technician or tradesperson

Good work opportunities, earning while you learn, receiving a good salary and benefits package, having the possibility of starting your own business, challenging and meaningful work, a sense of achievement in the workplace, learning new skills constantly

GO FOR IT!

Today, completing some form of post-secondary education—an apprenticeship, a training certificate, a diploma from a community college or technical institute, a university degree—gives you an edge in finding work. From 1990 to 1994, the economy:

Created 957,000 jobs for people with a post-secondary education; and
Eliminated 800,000 jobs for people who had only an elementary or high school education.

Source: Statistics Canada

Looking for work? Become an information junkie

In today's economy you may need to use every resource available to find work.

The job market today is tough whether you're looking for full-time, part-time or contract work. There are often many applicants for the same position, and often opportunities for work aren't advertised in the newspapers or posted at employment centres.

Work searchers today need to be information specialists, constantly digging for more information about their area of interest and expertise. They need to find out about trends in their industry, what training is required, and who's hiring and firing.

Many people search out work at Canada Employment Centres, their provincial career counselling centres and through their schools. Here are some other resources for your work search:

Your personal networks: Talk to everyone you know about your work search. See if your family or friends have any contacts in the companies you're interested in approaching. Follow every lead and build up your list of contacts. Networking is often the key to finding the right opportunities.

Libraries: Use the library to find out about trends in the labour market and the economy. Business magazines, newspaper articles, placement annuals, occupational monographs and industrial directories are filled with information about different industries. Also, many industries have trade magazines containing information and job ads.

Classified ads: Study the classifieds. They can give you information on the specific

education and experience required for particular jobs. An overview of the classifieds can also give you a general idea about industries that are expanding and looking for workers.

Unions and professional and trade associations: These organizations have information on what is going on in their specific industry. Some publish newsletters for members that may include information on education, training and work opportunities.

Workshops, conventions and job fairs: Attend events held by schools, trade associations and industries in your town or city. This may be your chance to gain information and make contacts.

The media: Television, radio and newspapers carry up-to-the-minute information about what's happening in the economy and trends in the labour market.



GETTING A JOB

How networking

and a great

résumé got

Jessica, aged 16,

her first job

A Job Opening

Jessica heard about the job from her best friend who knew she wanted to earn money for a portable CD player. "You know Rod?" Denise asked.

"The guy in our math class?" Jessica said.

"Yeah. He told me there was a job open where he works at Tops Video," Denise said.

Jessica went up to Rod after class the next day. "I heard there's a job open at Tops Video," she said.

"Yeah, one of the girls just quit."

"You mean it hasn't been advertised yet?"

"The boss doesn't have to advertise," Rod said. "She's already got a pile of résumés sitting on her desk."



Which Job hunting Strategies Did Jessica Use To Get Her First Job?

you tell your friends and acquaintances that you're looking for work. They may be tapped into the hidden job market—jobs that are never advertised in the newspaper.

USING SCHOOL, COMMUNITY AND FAMILY RESOURCES—jobs are often listed on bulletin boards at your school, community centre or library. And teachers, friends and family members can help you get ready for a job.

GETTING AN INTERVIEW—you have a better chance at a job with a face-to-face interview. It's also a good idea to dress appropriately and be prepared for the questions you might be asked.

PREPARING A GOOD RESUME—a well-written resume will help you make a good impression. Be neat, be brief and make sure you have no typing or spelling mistakes.

HAVING THE RIGHT ATTITUDE—be positive about yourself and your skills. It'll give you the right mind-set for today's job market, where persistence and enthusiasm really count.



Writing A Résumé

At first Jessica was discouraged by Rod's news, but then she decided to apply anyway. She knew she was reliable and would be a good worker.

Jessica had to write a résumé, but she had no job experience. She talked to the teacher who ran the co-op program. He gave her sample résumés and some helpful hints. "Paint a positive picture of yourself," he said. "Emphasize your talents, strengths and accomplishments."

Jessica worked hard on her résumé and had two people look it over: her mother and a family friend who ran a printing business. They gave her good advice. "Use strong words like 'enthusiastic' and 'dedicated,'" her Mom said. "Don't be afraid to tell people what you do well."

The family friend added, "When I look at a résumé, I look for good organization and neatness."

Applying For The Job

Jessica talked to Rod again. She got the name of the owner and found out when she was usually at the store. Jessica didn't want to leave her résumé without getting an interview.

But Jessica had to be persistent. "May I speak with Mrs. Altman, please?" she asked the girl at the counter.

"She's busy in the back."

"I'd like to apply for a job," Jessica pulled her résumé out of its envelope.

"Just leave it here."

"I'd appreciate it if you'd let her know that I'd like to speak to her," Jessica said.

Her politeness worked. The clerk went to get Mrs. Altman.

Jessica was nervous, but she was glad she'd listened to her mother's advice to wear her best dress and shoes. It helped her confidence to know that she looked like a good employee.

Mrs. Altman came to the counter.

"Yes?"

"I heard from Rod Burton that you had a job opening," Jessica gave Mrs. Altman her résumé.

She looked it over. "You've never worked in a store before."

Jessica had prepared herself for this. "No," she said, "but I have done other jobs. I've baby-sat and done volunteer work."

"Mmm," she said. "Well, do you like movies?"

Jessica smiled with relief. "Yes, I love them!"

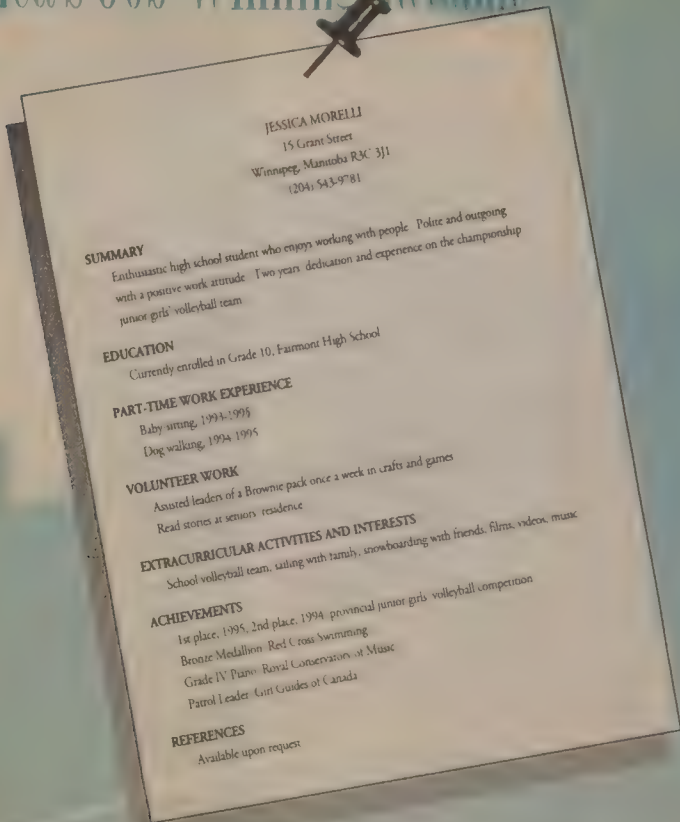
Jessica got the job two days later.



What Mrs. Altman Said

"Hiring the right people is really important. An employee with a bad attitude can hurt my business. I liked Jessica's résumé. I got a good feel for what she could do. But what really counted was the impression she made on me. She was well-dressed. She wasn't afraid to be honest. And she had a great, big smile. I knew she'd be a good worker and friendly to our customers."

Jessica's Job-Winning Resume



Check Out Your Work Attitude

Your attitude goes a long way toward making your job a pleasure or a pain. When you have a job to do, are you...

	Yes	No
Enthusiastic?	<input type="checkbox"/>	<input type="checkbox"/>
Prompt?	<input type="checkbox"/>	<input type="checkbox"/>
Reliable?	<input type="checkbox"/>	<input type="checkbox"/>
Neat?	<input type="checkbox"/>	<input type="checkbox"/>
Organized?	<input type="checkbox"/>	<input type="checkbox"/>
Adaptable?	<input type="checkbox"/>	<input type="checkbox"/>
Tolerant?	<input type="checkbox"/>	<input type="checkbox"/>
Motivated?	<input type="checkbox"/>	<input type="checkbox"/>
Sincere?	<input type="checkbox"/>	<input type="checkbox"/>
Friendly?	<input type="checkbox"/>	<input type="checkbox"/>
Able to take criticism well?	<input type="checkbox"/>	<input type="checkbox"/>
Courteous?	<input type="checkbox"/>	<input type="checkbox"/>
Respectful?	<input type="checkbox"/>	<input type="checkbox"/>

If you answered mostly "Yes," you're on the right track to have positive work experiences. If you answered mostly "No," there's room for improvement. Remember that attitudes are learned—they are ways of thinking that develop as a result of past experiences. Where do your attitudes come from? Can you see ways to change them?

On The Job

Now you've got the job. What's the best way to keep it?

Chris, aged 19, worked at a service station. One day he bad-mouthed his boss to another employee. The boss overheard and fired him.

Tanya, aged 18, worked for a florist. Easter was one of their busiest times, but Tanya decided to call in sick the day before Easter Sunday because an old friend had come into town. It wasn't the first time she'd taken off during busy times. She lost her job.

Sean, aged 17, got a job packing perfume products at a warehouse. The boss never seemed to think that Sean was doing anything right. One day, the boss made a critical remark and Sean blew up. He was fired.

Our families, teachers and friends generally forgive us when we make a mistake and give us a second chance. But employers are different. They have a business to run, deadlines to meet, customers to please. As much as an employer might like you, he or she can't put up with attitudes and behaviour that hurt business or upset the workplace.

Your Responsibilities On The Job

- Arrive on time and be ready to work.
- Let your employer know about every absence ahead of time.
- Follow your employer's dress code.
- Follow your employer's health and safety regulations.
- Accept criticism in a gracious manner.
- Communicate with fellow workers.
- Be a team player—respect others.
- Learn and apply new skills.
- Show initiative.
- Be resourceful.
- Demonstrate maturity and good judgment.



How To Learn Work Skills

Being at a job is probably different from anything you've done before. You have to find out about the company you work for, the people you work with and the right way to do your job. That takes a lot of skills—business skills, people skills, job skills. Nobody is born with all these skills, so don't be surprised if you have a lot to learn.

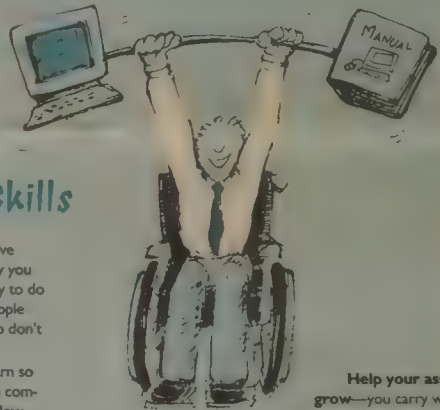
Know your learning style—know how you learn so that you approach new tasks in a way that makes you comfortable. Perhaps you like to dive into new things. ("How does the computer program work? Let me play with it for a while...") Or perhaps you prefer to study something first. ("How does the computer program work? Let me read the manual...")

Practice learning skills—learning isn't always easy. Once you know your learning style, work at improving the way you learn.

If you like to dive into new things, know your limits. ("I can't figure this out. It's time to read the manual or get help.") If you like to study something first, know when it's time to take action.

Take learning risks—learning takes you out of the comfort zone of what you already know. ("The new computer program is hard. What if I can't do it?") The more you risk, the more you learn. And remember—you do learn from your mistakes.

Keep learning—change is constant. To keep up, you'll need to upgrade your existing skills and learn new ones all your life.



Help your assets grow—you carry what you learn from job to job.

even when those jobs are unrelated. The things that don't change—positive attitudes, communication, teamwork—stay with you and grow as you grow.

Ask and answer—you learn from others, so asking questions is vital. ("I can't figure out how this computer program formats pages. Could you give me some advice?") You also learn by sharing and answering questions about what you know. When you do this, you've analyzed what you know and learned it over again.

Take strength from your learning—what you know can help you gain control over your life and work. Knowledge will give you more choices. ("I've learned that computer program. Now I may be able to get a raise/move to another position/apply for a better job...")

Adapted from Engage at Work by Barrie Day and Dave Redekopp.



Are you an opportunity-taker?

Then

"To succeed in your own business in today's tough market, you have to plan really well, work hard, continually take stock of where you are and where you want to go, provide a high-quality product and give excellent service. A bit of good luck along the way really helps, too."

R.M., Halifax, Nova Scotia

Do you dream about starting your own business? Are you looking for a new challenge? Do you want a change in your life?

More and more Canadians are starting their own small businesses. Some have a skill or talent that is in demand. Some have a product or service to sell that people need or want. Others are taking the franchise route, buying into already established companies.

Read

Two important characteristics of small business owners are that they are motivated and enthusiastic. "I don't call people who want to start a business risk-takers," says Tom Lowe, Director of the Ottawa-Carleton Entrepreneurship Centre. "I prefer to call them opportunity-takers."

Lowe points out that many successful small businesses start out with only the basics—a telephone, computer and answering machine—and often out of the owner's home. But even businesses with low start-up costs can place heavy obligations on the new entrepreneur.

"The point about being in business is that you can't make an omelette without breaking some eggs."

Buying inventory, signing a lease, hiring employees—you've got to be willing to handle some risk if you want to be in business for yourself. You can't be reckless, but you have to be willing to take calculated risks now and then."

S.D., Whitehorse, Yukon

"A business is all-consuming in the first few years," Lowe says. "You're always thinking

On!

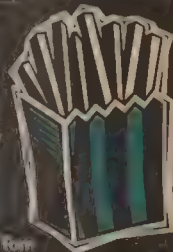
about the business, always working and networking. You had better like what you're doing and make sure your family is solidly behind you."

Here is a Look-Before-You-Leap Checklist of other things to think about if you're contemplating starting your own business.

- ☐ Do you have a great idea for a new product or service? Have you checked out the marketplace to see if there is demand for your product or service?
- ☐ Have you done a realistic self-assessment? Are you disciplined, persistent and resourceful? Are you flexible enough to handle change and surprises?
- ☐ Do you have basic business and management skills? Are you organized and good with details? Do you have the ability to manage people?
- ☐ Do your personal and business goals match? Do you know how much time and money you are willing to invest in your business?
- ☐ Do you have financial backing? What's your bottom line? How much are you and your family willing to give up to risk to get your business going?
- ☐ How much experience do you have in the kind of business you want to run? Have you done this sort of work part-time or as a volunteer?
- ☐ Do you have a really strong desire to succeed? Are you persistent and motivated? Are you the kind of person who stays enthusiastic even when obstacles stand in your way?

WHY YOU NEED A BUSINESS PLAN

Mark O. Whitehorse bought a chip wagon and got into business for himself. He didn't write a business plan. He didn't think he needed one. He spent \$15,000 on a chip wagon and supplies. The week of his savings plus financial help from his family. Then he discovered he needed a city permit to operate his chip wagon. He didn't have the extra \$2,700 and had to sell the chip wagon at a loss.



This is a true story from the files of the Ottawa-Carleton Entrepreneurship Centre, and Director Tom Lowe uses it to illustrate the importance of creating a business plan no matter how small your business may be. "With a good business plan," Lowe says, "you won't forget anything."

Your business plan should include the following:

- A company profile:
- Industry trends in your business;
- A market analysis—who are your suppliers, customers and competitors;
- A marketing plan—what are your strategies to sell your product or service;
- Operating regulations under federal, provincial and municipal laws;
- Your budget and financing, cash flow and anticipated profits; and
- Your business goals.

Not sure where to get more information on writing a business plan and other advice? You may contact:

- Your municipal offices—your town or city may have a special office devoted to new businesses.
- Your bank—many financial institutions have worksheets for new businesses.
- Your nearest Canada Employment Centre—in selected communities, there are Community Development Corporations that provide advice and financing for small business.

ACORN Business Services Centre—a federal/provincial "one-stop shop" for information on government programs for business.

- The Business Development Bank of Canada (formerly the Federal Business Development Bank)—this bank provides training, counselling and financial services to small and medium-sized businesses. Call 1-800-361-2126.

Tom Lowe, Director of the Ottawa-Carleton Entrepreneurship Centre, believes that the 90s are great times for entrepreneurs.



IDEAS

IDEAS



Find your way into a niche market

Many successful small businesses

begin with an idea. An idea

of doing something. Or perhaps

he or she has searched the store

and found something that is missing from

or service and decides to buy it

wholesale or manufacture it and

sell it.

Many successful small businesses

start this way have often discovered

niche markets—markets for

specialty products and services

that big business has ignored. Do

you have any business ideas that

might find a niche market? If so,

you might have a successful

career as an entrepreneur.

**"I was a gardener in
a lawyer's garb."**

Kristl Walek, 44, Gardens North
Manotick, Ontario

Kristl's business idea grew out of her own frustration with commercial seed houses in Canada—they had little or no selection of perennial seeds. After leaving lawyering, she put out a catalogue of seeds she had grown herself. To finance it, she baby-sat a friend's child. This first catalogue was advertised in *Harrowsmith* and the rest is history. Four years later, Kristl and her husband, Edmund, are running a thriving seed business with customers in Canada and the United States.

**"I just want to help people
save money."**

Brian Burge, 47, Market Search
(SBC, Inc.)
Ottawa, Ontario



When Brian was renovating his house, he got five quotes on aluminum siding, ranging from \$5,000 to \$9,000. That started him wondering how often people buy big-cost items with only two or three quotes. Was that enough to ensure they got a good deal? When Brian decided that the answer was no, his business came into being. Today, Brian's company acts as a purchasing department for individuals and businesses, searching out reliable suppliers and providing money-saving quotes.

**"I want my films to make an
emotional impact."**

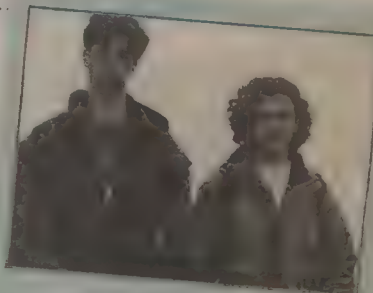
Melanie Goodchild, 23
Raindancer Films, Morson, Ontario

Melanie has already been a free-lance film narrator, camera operator, editor, producer, producer and camera operator. Her career began when she was at university, studying pre-law, and was asked to appear in a video on Native youth. "While I was in front of the camera," she says, "I fell in love with what I was doing." She left her law studies and began specialized training in film and television, earning internships with Global TV, the Canadian Film Centre and the International Film and Television Workshop. Her goal is to make feature films which "tell stories that put my people in a modern context."



Myth: Entrepreneurs are money-driven

My motivation for entrepreneurs is a sense of accomplishment



**"We'd taken friends
mountain biking so we
decided we could take
tourists."**

Nigel Young and Charles
Shewan 17, Ibex Valley
Mountain Biking
Adventures, Whitehorse,
Yukon

As *Canada Prospect* goes to print, Nigel and Charles are about to embark on their first business venture. They've combined their enjoyment of mountain biking and their experiences in tourism jobs to create their own adventure company. They researched the market, wrote a business plan, received government funding and are advertising with posters and fliers. Their business? To offer adventure biking trips in the Ibex Valley to the thousands of tourists who come to Whitehorse. "We know the geography, geology, plants and animals," Nigel says. "And it's awesome biking," adds Charles.

Myth: Entrepreneurs are born, not made.

Fact: Entrepreneurs learn many business skills and get encouragement from their experiences, environment and schooling.

*Adapted from *The Spirit Lives: Aboriginal Entrepreneurs in Canada* by the Canadian Foundation for Economic Education and Jim Lang of Lang & Ackroyd Productions Inc.

IDEAS

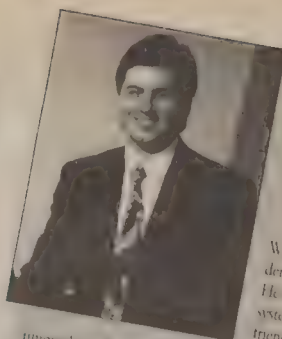


"There was no market for Native art so I had to go door to door."

Alan Syliboy, 43, Red Crane Enterprises, Truro, Nova Scotia

When Alan, a Mi'kmaq artist, discovered petroglyphs drawn by his people in ancient times, his career as an artist took a whole new direction. He decided to put his art on T-shirts and began to sell them door to door to develop his market.

Then he hit on another idea that would set his products apart from those of the typical T-shirt company. "Our shirts are made of recycled cotton saved from the manufacturing process," Alan says. Today, Alan has a successful career as an artist and designer.



"...to help people and give myself a job."

Randy Marsden, 31, Madenta Communications Inc., Edmonton, Alberta

When he was an engineering student, Randy needed a term project. He decided to develop a computer system to help a quadriplegic friend speak. Then he began Madenta Communications with a unique line of products designed to help persons with disabilities control computers. But sales didn't really take off until he hired employees who concentrated solely on marketing. "When you build a better mousetrap," he says, "you have to beat a path to the world." Today, Madenta Communications exports to customers on every continent.



"You're a pioneer when you venture into a new product."

Martin Sullivan, 35, The Closet Office Company, Cornwall, Prince Edward Island

When Martin's wife, Claire, needed a home office in their crowded house, he built one in a closet. It worked so well that he asked Brian Zalewski, a fellow industrial arts teacher, to build a kit that would allow home-owners to install a closet office no matter what size the closet. Martin, Claire and Brian joined forces and began to show the prototype at local trade shows. Their marketing strategy paid off when a national hardware chain signed on as their first distributor. As they look to the future, they see teamwork as their strongest asset. "We're three people with different skills," says Brian, "doing the jobs we do best."

TIPS FOR TRANSITIONS

Maybe you have already navigated a transition successfully. Or, you feel your own position is secure. That's no reason to sit back and let the world go by. Just as with your muscles, your ability to handle change needs constant exercise. Otherwise you won't be in shape to deal with the next transition.

- **Maintain your network.** Keep in touch with people who helped you, even if you are in a new job. Continue to make new contacts through coffee breaks, meetings, volunteer work and your personal activities.
- **Welcome change.** Think of challenges as opportunities, and mistakes as learning experiences.
- **Create change for yourself.** If you feel stuck, take control and make some changes in your situation. You will feel more positive and be more productive. The change can be small or big—from a change in routine to a change of location or a total career change.
- **Focus on your vision.** Make a list of your desires. What do you really want? Where do you want to live and why? What were you meant to accomplish in life? How do you want to be living in five or 10 years?
- **Develop a personal portfolio.** Include your attitudes, work values, knowledge, experience, skills, temperament, support system/network and resources. Pay particular attention to your transferable skills. Look at what you've accomplished in life, both on the job and in your personal life and volunteer work. What knowledge or skills helped you to do those things successfully?
- **Think of yourself as a business.** View every work situation as a marketplace. It's your responsibility to fill the needs of that marketplace. What skills can you use? How can you apply your knowledge and initiative to make a difference?

LIFE

IS A MALL

Innovative marketing program at the Dufferin Mall

For some students boredom and a seeming lack of relevance to real life make school impossible. So they drop out even though stiff competition makes getting a job tough and a good job even tougher.

Some students feel they're caught between the proverbial rock and hard place. Others, however, are finding a place in the growing number of co-operative education programs that "grey the lines" between work and education — like the Grade 11 and 12 marketing program run by West Toronto Collegiate at Toronto's Dufferin Mall.

About 3,000 students from six neighbouring high schools use Dufferin Mall as a place to have lunch, meet friends and "hang out". For many young people, the mall is more attractive than the classroom. And students who don't like school, who want to drop out, often choose the mall.

By offering the marketing program at the mall, West

Toronto Collegiate has been able to keep a number of students from abandoning school entirely. "We maintain a far greater percentage of students than we would otherwise," says John Rufa, who runs the program together with Rosalind Tamai and Rob Nowlan. The students take courses in the morning in their own on-site classroom and, through co-op placements, work in stores in the afternoons. Many of the 25 students enrolled each

semester are later hired by the stores and previous graduates are now hiring their protégés. "Jobbing out is better than dropping out," Rufa figures.

This type of innovative programming is the result of partnerships among government, business and the community, who have realized that they share certain interests and must work

together to find solutions to the drop-out problem. Everyone benefits from this new program. For the businesses in Dufferin Mall, the marketing program provides a pool of trained retail workers. For the community, the provision of local jobs leads to a healthier, self-sustaining local economy. For parents, the co-operative education program means their kids are occupied and in school, and are preparing for their future. For government, such innovations reduce financial burdens because young people are better equipped to support themselves. All these benefits stem from the contribution of a classroom by Dufferin Mall and the commitment by the stores and mall manager David Hall of Marathon Realty to put students in co-operative placements.

About 60,000 high school students are enrolled in co-operative education programs in Ontario. They gain work experience in settings that are directly related to their high school programs, and this experience helps them either to find work or to continue their education at a college or university.

"Jobbing out is better than dropping out"

Balancing work and family: strategies for success



The realities of life at home and in the workplace are changing. A generation ago, most Canadians lived in two-parent families with a father employed outside the home and a mother working at home.

Today, Canada is made up of many different kinds of families—nuclear, extended, blended, childless, lone parent and common law. Today, more than half of all women are in the paid labour force. The movement of women into the work force has affected both women and men. In many families, parents struggle to balance their work and family obligations.

Building Strong Families

How can you find ways to balance your work and family obligations better? Research shows that the stronger your family is, the better family members are able to cope with work and family conflicts.

"A strong family is one where every family member takes responsibility," says Sally Huemmert, former Executive Director of the Premier's Council in Support of Alberta Families. The Council has found that strong families share common characteristics:

- **Love and caring** that create a sense of belonging and encourage mutual support, respect and appreciation;
- **A willingness to support and encourage** individual personalities while learning to live with their differences;
- **The belief that "family counts"** and that each member must commit time and energy to make the family work;
- **Spiritual values**—as part of a formal religion or not—that allow family members to gain a sense of meaning about themselves and of belonging to something that is larger than themselves;
- **A focus on family traditions** that provide a feeling of kinship and stability;
- **A commitment to negotiating family roles** that allows equality in communication and decision making; and
- **A shared sense of responsibility** that encourages each member to contribute to the family well-being.

ARE YOU STRESSED OUT?

- ☐ Do you find it hard to relax? Do you feel tired all of the time?
- ☐ Are holidays and celebrations at your house more stressful than pleasurable?
- ☐ Do you frequently work late or bring home work?
- ☐ Are there so many demands on your time that you feel under pressure continuously?
- ☐ Do you feel that you don't spend enough time with your children? with your spouse?
- ☐ Is your work load so heavy that you've been unable to attend an event at your child's school?
- ☐ Do you feel out of control regarding household responsibilities?

Did you answer "Yes" to most of these questions? If so, it may be time to consider new ways of approaching your work and family responsibilities.

Children's Role Is Key

Huemmert believes that the major key to building a strong family is to include children in family responsibilities ranging from taking out the garbage to helping with the family budget. "When children believe that they're making an important contribution to the family, their self-esteem grows. Family strength comes from building self-esteem."

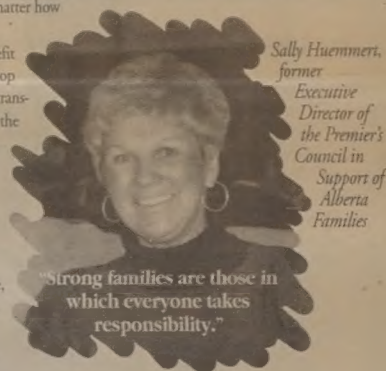
In two-parent families, the emotional ties between parents are important. "Couples with a solid foundation of trust, loyalty, respect and security," Huemmert says, "have a positive impact on their children."

Single parents can develop strong bonds of loving and caring within their families, but some may find that seeking support from friends, other family members or community programs helps.

Parenting can be a tough job no matter how many share the load.

Research shows that children benefit from having a confidante. They develop resiliency and self-esteem, which can translate into stronger relationships within the family. This confidante doesn't necessarily have to be a parent. "The child might find a role model such as a coach, teacher or neighbour," Huemmert points out, "someone who's really in their corner."

Whatever kind of family you have, your family can develop strong bonds from working hard and working together. As Huemmert says, "We all need to put in our 110 percent."

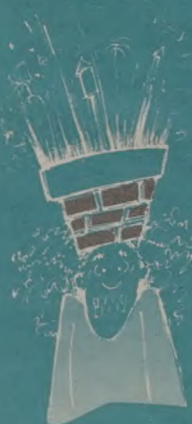


Sally Huemmert,
former
Executive
Director of
the Premier's
Council in
Support of
Alberta
Families

"Strong families are those in which everyone takes responsibility."

Tips To Reduce Stress

- Delegate household chores. They don't all belong to you.
- Learn to say no so you don't overcommit yourself.
- Plan in advance to avoid stressful situations. Have contingency plans ready in case of a crisis.
- Recognize that coping styles vary and understand that not everyone in the family will do it your way.
- Set up designated times to spend with your spouse.



Take time to relax.

Just because it feels good doesn't mean it's a frill.

Take Our Kids To Work

Consider organizing a "Take Our Kids To Work Day" at your workplace on Wednesday, November 6, 1996. Take Our Kids To Work, an annual event sponsored by the non-profit group The Learning Partnership, provides an opportunity for Grade 9 students to go to work with a parent, friend, relative or volunteer host.

- Take Our Kids To Work will:
- provide kids the opportunity to see different roles and responsibilities in the workplace;
 - develop closer dialogue with their parents or another caring adult;
 - enhance an understanding of individual jobs in the working community;
 - directly link classroom and workplace experiences;
 - stimulate thinking about their own educational choices and careers;
 - encourage kids to stay in school.

For more information, contact The Learning Partnership.

Tel: 1-800-790-9113 or (416) 204-4478

Fax: (416) 204-4378



The Canadian Economy

There's talk about the economy everywhere—on television, in the newspapers and in our schools. Some Canadians have lost their jobs. Others are working harder just to stay in the same place. Canadians are more adversely affected by the changing economy than ever before in modern times.

Why does this economy have such a big impact on all of us? Why can't we ignore it and get on with our lives? The answer? Two reasons: 1) because all the elements of the economy are connected, and 2) because we are a very important part of it.

THE HOUSEHOLD—The Engine of the Economy

What we do with our money affects every part of our society:

- When we buy consumer goods and services, we help the business sector grow;
- Our savings and investments support business and our communities; and
- The taxes we pay fund our governments so that they can provide public goods and services.

BUSINESS—The Providers

Companies grow by providing products and services that we buy. They distribute their revenues in a number of ways, including paying wages to their employees, paying taxes to the government and issuing dividends to stockholders.

BANKS AND FINANCIAL INSTITUTIONS—The Go-Betweens

Banks help the economy by loaning Canadians' savings to companies who need money to start up, expand and improve their products and services.

ECONO-FACT: Overall, Canadians save more than they spend. We are "net savers." Businesses spend more than they earn. They are "net borrowers."

GOVERNMENT—A Key Connection

Governments have many functions. They:

- Provide public goods and services such as roads, hospitals and schools;
- Create regulations to protect workers and consumers;
- Help people through programs such as welfare and old-age security; and
- Support business through subsidies and loans.

A government that doesn't take in enough money through taxes to cover spending has a deficit. When this happens the government must borrow money from Canadian and foreign investors to pay for its costs.

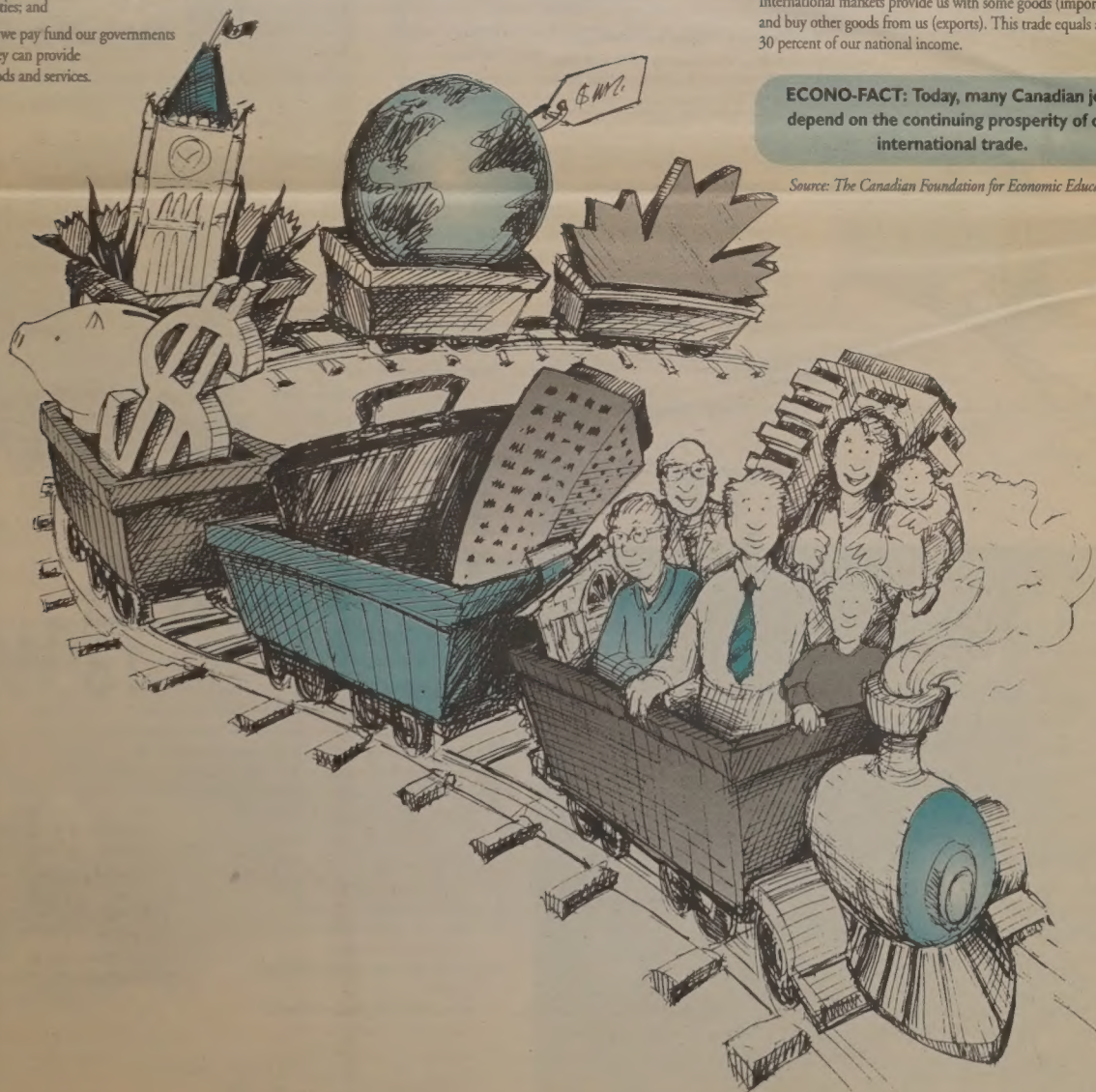
ECONO-FACT: Canadians are lending money to the federal government when they buy Canada Savings Bonds.

THE GLOBAL MARKET—An Important Player

Canadian business does not produce everything we want to buy. As well, we don't buy everything our businesses produce. International markets provide us with some goods (imports) and buy other goods from us (exports). This trade equals about 30 percent of our national income.

ECONO-FACT: Today, many Canadian jobs depend on the continuing prosperity of our international trade.

Source: The Canadian Foundation for Economic Education



The Canadian Economy

How it works

Our **prosperity** as a nation depends on many factors, including consumer spending, worker productivity, interest rates, government policies and the value of the Canadian dollar on international markets.

This basic chart gives you an idea of just how **complex** our **connections** really are. When reading this chart, remember that no single situation exists separately from the others.

For example, a **rise** in consumer spending affects interest rates and the **value** of the dollar. **Everything is interconnected.**

CHANGES IN THE ECONOMY

EFFECT ON HOUSEHOLDS

EFFECT ON BUSINESS (INCLUDES BANKS AND FINANCIAL INSTITUTIONS)

EFFECT ON GOVERNMENT (IN A DEFICIT POSITION)

Consumers spend more

- Have less savings
- + Have more goods
- + Easier to find jobs as business grows

- + Sells more goods and services
- + Profits increase
- + Operations expand

- + Receives more taxes
- + Can shrink deficit and/or provide more goods and services

Consumers spend less

- + Have more savings
- Fewer jobs as business expansion ends and some operations shrink

- Sells less
- Profits decrease
- Expansion declines; some operations shrink

- Receives less taxes
- Deficit grows as taxes don't cover goods and services

Interest rates go up

- + Savers get greater return on interest-bearing investments
- Borrowers have to pay more for mortgages, car loans, etc.
- Fewer jobs as business expansion ends and some operations shrink

- Costs increase to expand operations
- Profits decrease
- Expansion declines; some operations shrink

- Has to pay more interest on the deficit and debt increases
- International money markets lose confidence in Canadian economy and the value of the dollar drops. Interest rates continue to rise
- + Foreign investors loan more money as interest rates become more attractive

Interest rates go down

- Savers get less return on interest-bearing investments
- + Borrowers have to pay less for loans
- + More jobs as business expands

- + Costs decrease to expand operations
- + Profits increase
- + Business grows

- + Less interest to pay on the deficit and debt growth slows
- + International money markets gain confidence in Canadian economy and the value of the dollar rises. Interest rates continue to drop
- Foreign investors loan less money as interest rates become less attractive

Canadian dollar goes up

- It costs less to buy goods from other countries (import)
- It costs more to sell Canadian goods in other countries (export)

- + Can afford to buy more imported goods
- + More jobs in companies that import goods
- Fewer jobs in companies that export goods

- Exporters' profits decrease and expansion slows or stops; some operations shrink
- + Importers' profits grow and operations expand

- + International investors gain confidence in Canadian economy and loan government more money
- + Federal government can lower interest rates
- As interest rates go down, fewer foreign investors loan money

Canadian dollar goes down

- It costs more to buy goods from other countries (import)
- It costs less to sell Canadian goods in other countries (export)

- Imported items become more expensive
- + More jobs in companies that export goods
- Fewer jobs in companies that import goods

- + Exporters' profits increase and operations grow
- Importers' profits decrease and expansion slows or stops; some operations shrink

- International investors lose confidence in Canadian economy and loan government less money
- Federal government is forced to raise interest rates to attract foreign investors and boost the value of the dollar
- + As interest rates rise, foreign investors loan more money

*The government may intervene in the economy in response to changes in the market. It may increase or decrease government spending, impose higher or lower taxes, and push the interest rate up or down. When the government uses these tools to effect change, it may not have the same results as the natural market forces shown in the chart above. For example, the federal government may raise the interest rates to support a falling Canadian dollar, but the rise in rates may not be sufficient to boost the dollar's value.

Balancing your budget

\$ \$ \$ \$ \$

Upheaval in the workplace, fewer full-time jobs, lack of job security, reform of Canada's social security system—these changes mean that we all have to take a careful look at our personal finances when we plan for the future.

But how do you budget in changing times? If you're a teen, should you start financial planning? What steps can you take to protect yourself in case of job loss? How can you plan for financial security when you retire?

\$ \$ \$ \$ \$

Financial planning makes good *sense* in changing times

- Draw up a personal balance sheet that lists your income and expenses. To be as realistic as possible, track your expenses for three months.
- Make a list of your long-term goals.
- Try to decide where you feel comfortable cutting back on your expenses.
- Set up bank accounts for different purposes in order to divide up your income in an effective way. For example, you could have accounts for:
 - House expenses and food;
 - Travel and entertainment;
 - Contributions to RRSPs and children's educational costs; and
 - Major purchases such as a car or house renovations.
- Divide your large annual expenses into 12 equal installments and save them over the course of the year.
- Limit your use of credit cards so that you don't overextend yourself.
- If you get extra money, think about using some of it to pay down a mortgage, or reduce a debt.
- Eliminate spending leaks—impulse buys that can add up to a big drain on your bank account.

Thriving in Times of Change

Your ability to handle change and even thrive on it could be your most valuable asset.

Transition has become a way of life for many Ontarians. As traditional jobs disappear, people of all ages face a worklife that will involve different jobs, more than one employer and changing career goals.

CHART FOR CHANGE

How you handle transitions in your life has a lot to do with how you feel about work and success. Sometimes when people have problems with change, the need to question their usual way of looking at work—their values and beliefs.

This chart compares traditional ways of thinking about work and success with the new realities of the workplace. Check and see if you have any underlying beliefs that could be hurting your efforts to navigate successfully through changing times.

CONCEPT	DECLINING FOCUS	NEW FOCUS
World/Career	Expect a full-time permanent job or a lifetime career	Consider new work options such as part-time employment, job sharing, multi-tracking (having two or more employers) or self-employment.
Success	Success is promotion and upward movement in an organization.	Success is personal growth and adaptation to changing realities.
Job Security	The longer you stay with the same employer, the better. Your personal security is linked to the permanence of your job.	Chances are you'll be changing jobs many times. Your job security is linked to your personal competence, transferable skills and adaptability.
Career Development	The organization is totally responsible for your career development.	You are responsible for your career development and ongoing learning.
Work Values	Loyalty to a company is valued in itself and is rewarded by job security.	You are valued as long as you are contributing to a task and adapting to new demands.
The Company	The company will take care of you with job security, benefits, and training.	The company is based on partnerships, networks, shared responsibility and accountability.
Company Structure	The company structure is based on a chain of command involving clearly defined jobs.	The company structure is based on work that needs to be done by teams. Team members may have to perform many different jobs.

Adapted from Radical Change in the World of Work by Kris Magnusson and Barrie Day.